

Lodi Unified School District

Learning Recovery Education Block Grant
District Needs Assessment Report and
Recommendations

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Introduction

In January 2025, Lodi Unified School District (Lodi USD) engaged WestEd to conduct a comprehensive needs assessment (CNA) to guide strategic decision-making related to the Learning Recovery Education Block Grant (LREBG). This initiative was designed to help the district identify and address critical gaps in student outcomes following the disruption of learning due to the COVID-19 pandemic. The CNA fulfills the requirements outlined in California [Education Code Section 32526\(d\)\(1-7\)](#), providing the foundation for how LREBG funds can be allocated to support equitable, evidence-based strategies.

This final report builds upon the *Preliminary Summary of CA Dashboard Data for the Learning Recovery Emergency Block Grant (LREBG) Need Assessment* (see Appendix A), integrating both state and local data sources to provide a holistic picture of needs across schools and student groups. It synthesizes findings from statewide assessments (Smarter Balanced, CAASPP), local assessments (DIBELS, i-Ready), climate and discipline data, differentiated assistance (DA) indicators, CCEIS compliance data, and district interviews. The report also incorporates insights from student, family, and staff surveys, as well as strategic input gathered through the Four Domains for Rapid School Improvement framework.

The analysis focuses on three key indicators required by the statute: *English Language Arts (ELA)*, *mathematics*, and *chronic absenteeism*. These areas play a critical role in student achievement and provided the basis for identifying priority schools and student groups in need of intensified learning recovery supports. In addition to assessing areas for improvement, the report identifies strengths and "bright spots" that may serve as scalable practices across the district.

Ultimately, this report is intended to support Lodi USD in making strategic, data-informed decisions about how to strategically invest LREBG funds to improve academic outcomes, reduce disparities, and promote student well-being. The findings are also meant to inform broader district planning efforts, including professional learning, instructional coaching, and stakeholder engagement strategies necessary for sustainable improvement.

Learning Recovery Priority Need Schools

Based on a review of the Dashboard examining ELA, math, and chronic absenteeism progress indicators, priority needs schools were identified and selected in collaboration with district leadership. Exhibit 1 lists the priority need schools by area.

Exhibit 1. Priority Need Schools

Area 1	Area 2
<ul style="list-style-type: none">• Creekside Elementary• Davis Elementary• Delta Sierra Middle• Oakwood Elementary• Parklane Elementary• Bear Creek High School• Plaza Robles Continuation High School• Ronald E. McNair High School	<ul style="list-style-type: none">• Beckman Elementary• Clyde W. Needham Elementary• Leroy Nichols Elementary• Victor Elementary• Lawrence Elementary• Liberty High School• Independence High School• Turner Academy at Tokay Colony

Priority need schools were identified using the following Dashboard criteria:

- status of **Very Low** on **ELA** and **math** indicators,
- status of **Very Low** on **ELA** or **math** and **Very High** on the **K-8 chronic absenteeism** indicators, or
- status of **Low** or **Very Low** in **ELA** and **Math** and a **decline** or **significant decline** on at least two progress indicators from the prior year.

Learning Recovery Priority Need Student Groups

In addition to identifying priority schools, priority student groups were identified based on ELA and math scores as well as for chronic absenteeism. English learners (EL) and long-term English learners (LTEs) were identified for differentiated assistance (DA) in academic performance. Despite a significant decline in chronic absenteeism across all K-8 schools within the district,

American Indian/Alaskan Native and homeless student groups still experienced an increase in chronic absenteeism from the prior year and American Indian/Alaskan Native were identified for DA in chronic absenteeism. Exhibit 2 lists the priority student groups for ELA and math, as well as chronic absenteeism.

Exhibit 2. Priority Student Groups¹

ELA and Math Student Groups	Chronic Absenteeism Student Groups
<ul style="list-style-type: none"> African American American Indian/Alaskan Native English Learners Long-Term English Learners Students with Disabilities 	<ul style="list-style-type: none"> American Indian/Alaskan Native Homeless

Priority need student groups were identified using the following Dashboard criteria:

- status of **Very Low** in **ELA** and **math**,
- red** dashboard indicator in either **ELA** or **math**, or
- red** dashboard indicator in **any area** and a **decline** in status from the prior year.

Learning Recovery Key Findings

Beyond the Dashboard, the following state and local data components were included in the comprehensive needs assessment (CNA): Smarter Balanced Assessment for ELA and math, Data-quest, DIBELS, i-Ready for reading and math, WASC plans for priority need high schools, interviews with district leaders, and LCAP parent survey responses. The CNA also included a review of Lodi USD's Differentiated Assistance (DA) eligibility status for districts with one or more student groups meeting performance criteria in two different state priorities from the Dashboard, as well as the Comprehensive Coordinated Early Intervening Services (CCEIS)

¹ Note: Although Homeless and Foster Youth students qualified under the criteria, it was decided these student groups were making significant progress with current districtwide initiatives.

requirements for the district which requires additional academic and behavioral support for students identified as significantly disproportionate. The following includes a high-level summary of the identified strengths and areas for improvement needed based on the review of the district local- and state-level data for the priority need schools.

ELA Strengths and Areas for Improvement

ELA Areas of Strength

A few areas of strength were identified specific to ELA. Highlights from the student assessment data include:

- Smarter Balanced ELA Assessment data identified two common areas of strength at priority need schools, *Listening* with an average of 78% and *Research and Inquiry* with an average 70% of students “almost at” or “above” standard.
- DIBELS benchmark data showed a number of schools with a high percentage of students who performed “at” or “above” benchmark; performance by student group indicated Filipino students showed the strongest performance overall with over 65% in the top performance levels.
- i-Ready Reading showed Filipino (41.0%), Hispanic (36.2%), Asian (36.2%), and White (35.1%) students have the highest percentages of students reading mid or above and early on grade level.

Several strengths also emerged from the district qualitative interviews, review of WASC plans, and high school leader interviews, including that district staff noted progress in ELA at the elementary schools, especially in K-3 reading due to the district’s early literacy initiative and focus on phonics. Another strength identified by district staff was the recent reallocations that resulted in all Title I schools having a fulltime ELA TOSA available to support ELA instruction. Sites also indicated seeing progress in ELA and positive EL progress, by using data to inform instructional practices based on learning from the Measuring Student Learning Project (MSLP) PLCs.

ELA Areas for Improvement

ELA data highlights notable achievement gaps among student groups. Widespread underperformance across many schools signals a clear need for targeted support to strengthen early academic outcomes. The data also reveal widespread academic gaps, with most schools showing over 60% of students performing below grade level, many by multiple years. The overall performance signals an urgent need for intensive, targeted support for students in core skill areas. There are also significant literacy challenges, necessitating increased reading

interventions, more formative assessments, targeted professional development, and engaging, differentiated instruction.

Some notable points from student assessment and placement data include:

- Smarter Balanced ELA Assessment data identified a common area of greatest need districtwide in reading and writing. The district had an average of 35% of students at below standard in *Reading* with 57% near standard, and an average of 36% of students below standard in *Writing* with 50% near standard.
- Smarter Balanced ELA Assessment data at priority need schools had an average of 35% of students at below standard in *Reading*, and an average of 48% of students below standard in *Writing*.
- ELA performance among ELs showed on average 67% of students did not meet the standard. ELs and LTELs were identified as student groups eligible for DA in academic performance.
- CCEIS plan ELA performance data showed 90% of students with disabilities (SWDs) did not meet the standard. SWDs were identified as a student group eligible for DA in academic performance.
- 2022-23 Special Education Annual Performance Report Indicator Measures reported none of the ELA achievement indicators were met (see Appendix B).
- The CCEIS improvement plan analysis of time in the general education classroom for students identified as other health impairment (OHI) indicated only 37.8% of African American students were in the general education classroom 80% or more of the time, which was much lower when compared to Asian (63.6%), Hispanic (55.6%) and White (68%) students (see Appendix C and D).

Interview data often aligned with and echoed what was found from the quantitative data. Staff noted a greater emphasis was needed on ELA areas beyond reading, including writing, speaking, and high-order thinking. Some staff believed additional interventions and instructional supports were needed for ELA, especially at the middle and high school level. Respondents also saw an opportunity to better integrate literacy into other content areas to ensure students could build their ELA skills throughout the school day.

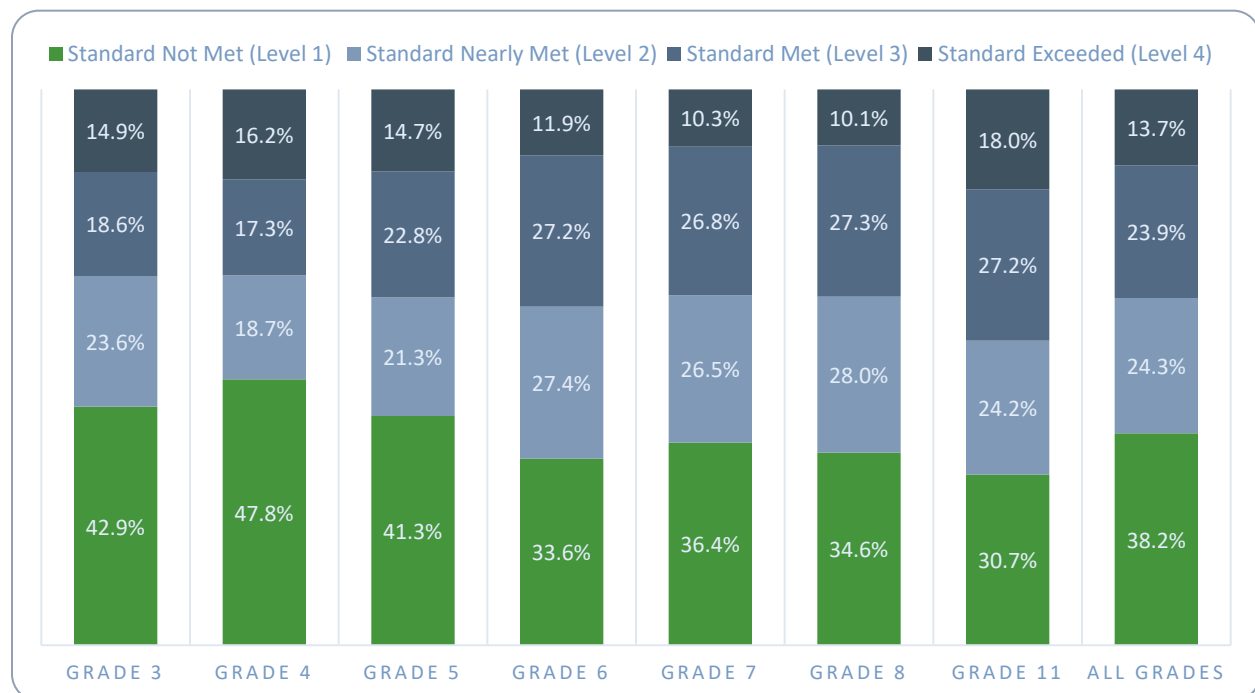
Data from the Thought Exchange also described opportunities for improving ELA. This included implementing structured literacy programs aligned with the science of reading, using aides and reading intervention teachers to lead small group to ensure struggling readers receive instruction in foundational skills, prioritizing reading intervention specialists at all schools, and offering tutoring for students who desire additional support.

Relevant ELA Student Assessment Data

State ELA Assessment Data Summary

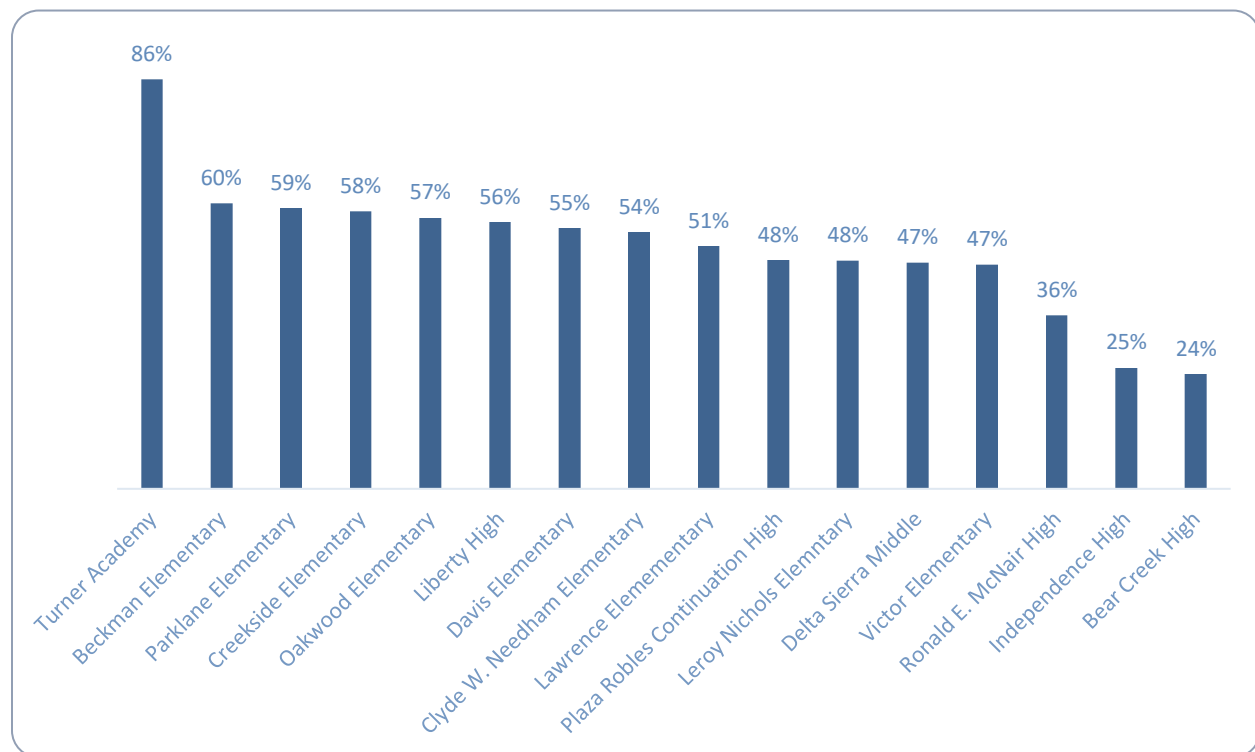
The Smarter Balanced Summative Assessments are part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP). The summative assessments are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy (ELA) and mathematics. Students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments. Exhibit 3 highlights overall districtwide achievement by grade level on the 2023-24 Smarter Balanced ELA assessments.

Exhibit 3. 2023-24 CAASPP Overall Achievement ELA by Grade Level



A review of the 2023-24 Smarter Balanced ELA data for the identified schools indicated an average of 54% of elementary and middle school students were not meeting standards, with an average of 40% of students below standard in reading and 50% of students below standard in writing. At the high school level, the 2023-24 Smarter Balanced ELA data for the identified schools showed significant variance in performance with an average of 30% of students at the comprehensive high schools not meeting standards, an average of 43% of students at the smaller continuation high schools not meeting standards, and 86% of students at Turner Academy not meeting standards. Exhibit 4 highlights the percentage of students who did not meet the ELA standard the 2023-24 Smarter Balanced assessments at the priority schools.

Exhibit 4. 2023-24 Percentage of Students Not Meeting the ELA Standard



DIBELS Assessment Data Summary

Lodi USD and site leaders use DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and i-Ready (described below) as local assessments data to monitor student progress throughout the year. These tools support progress monitoring, early intervention, and instructional decision-making. Insights from the mid-year (MOY) 2024–25 data offer critical information about system-wide strengths and areas needing targeted support.

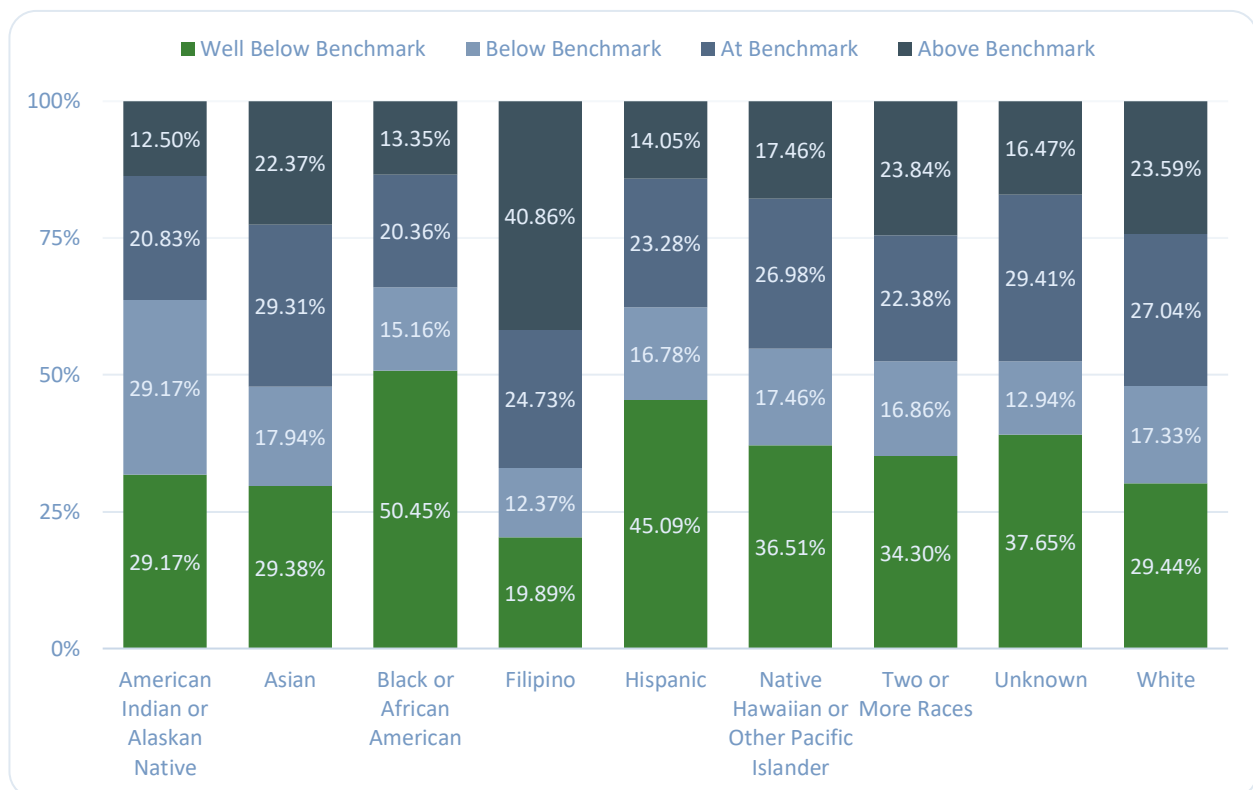
DIBELS is a national assessment used to measure early literacy skills in kindergarten through 8th grade. In reviewing the 2024-25 mid-year DIBELS benchmark data, a number of schools had a high percentage of students who performed “at” or “above” benchmark, as well as several schools with a high percentage of students who performed “below” or “well below” benchmark collectively. Many schools had a large percentage of students in the lowest performance level, notably Davis, Lockeford, Needham, Parklane, and Washington, with over 50% below the benchmark. Schools like Podesta Ranch, Vinewood, Mosher, and Ellerth Larson showed stronger performance, with higher percentages in the top two performance levels. However, most schools had a majority of students in below and well-below performance levels, indicating room for improvement across the entire district.

In reviewing 2024-25 DIBELS performance by student group, Filipino students showed the strongest performance overall, with over 65% in the top performance levels. Black or African

American and Hispanic students had the highest percentages in the lowest performance levels. The data showed Asian and White students share similar performance trends across all performance levels. Two or More Races, Native Hawaiian/Pacific Islander, and Unknown showed more balanced distributions, but still leaned toward the lower performance levels. American Indian or Alaskan Native students showed the lowest percentage in top performance levels and a high percentage (58.34%) in the bottom two performance levels.

Exhibit 5 show DIBELS districtwide performance by student group. Appendix E shows the 2024-25 DIBELS data, including charts on districtwide performance.

Exhibit 5. 2024-25 DIBELS by Student Group



Although most schools included in this summary were not identified as priority schools based on the CNA criteria, it is worth mentioning as an opportunity for the district to learn more about why and how these schools are making progress and to identify what instructional practices or strategies can be scaled across the district to improve outcomes at all schools.

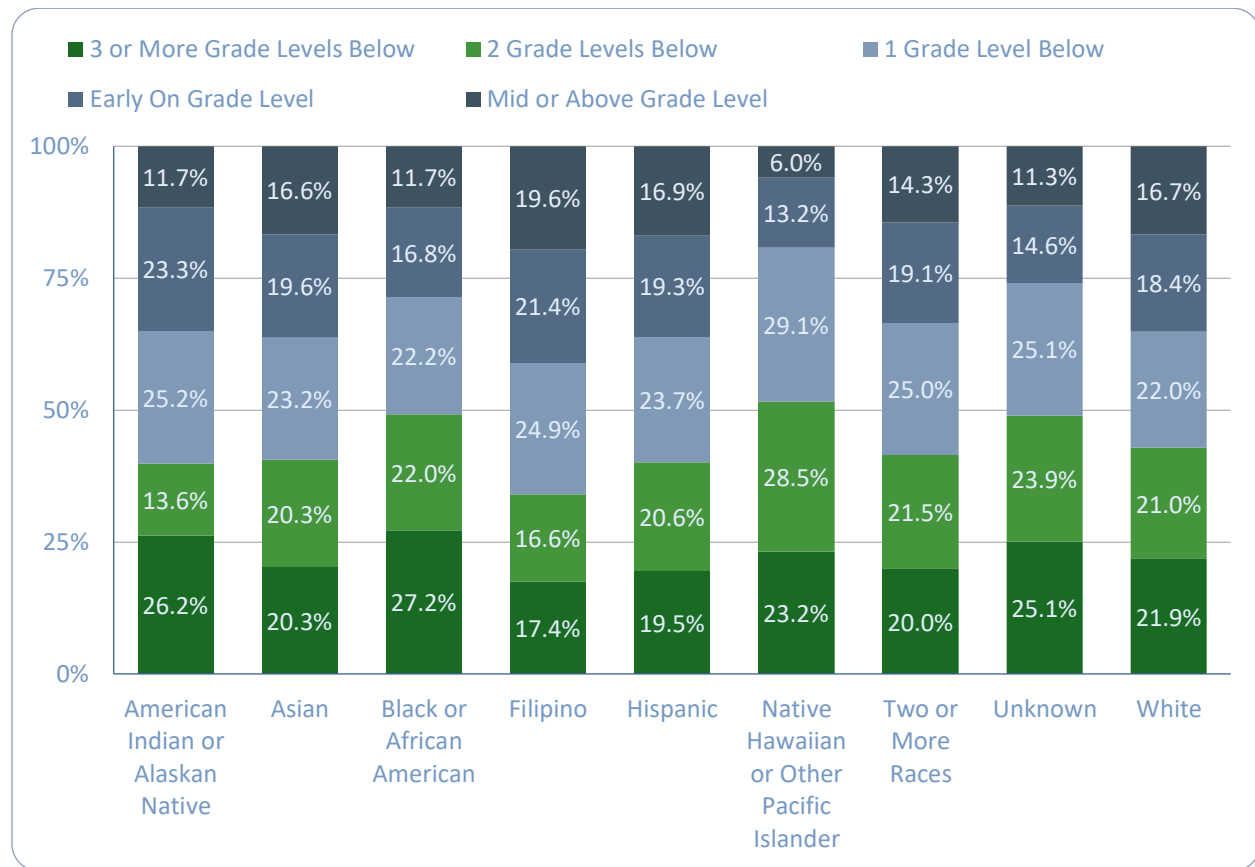
The i-Ready Diagnostic assessment is offered three times per school year (fall, winter, spring) to all kindergarten through 8th grade students. In reviewing the 2024-25 MOY i-Ready Reading diagnostic data, there was only one school where more than 50% of students scored “mid or

above” or “early on” grade level. All student groups had more than 50% of students who scored 1-3 or more levels below their grade level.

A majority of schools had high percentages of students performing below grade level, with many reporting over 60% of students one or more grade levels behind. Schools like Bear Creek, Digital Academy, Henderson Middle, Lodi High, and Turner Academy 7–8 had extremely high concentrations of students (up to 100%) performing 3 or more grade levels below, and Needham, Houston, and Turner Academy K–6 had especially high percentages of students 2+ grade levels behind, showing critical intervention needs. Only a few schools, such as Elkhorn 4–6 and 7-8 showed higher percentages at or above grade level. Early and mid/above grade-level performance was generally low, often below 30% across most schools. Appendix F presents i-Ready Reading data, including various charts on districtwide performance.

In looking at student groups across the district, Filipino (41.0%), Hispanic (36.2%), Asian (36.2%), and White (35.1%) students had the highest percentages of students reading early on grade level or above. These groups also showed relatively balanced distributions across all performance levels. In contrast, Native Hawaiian or Other Pacific Islander (80.8%), Unknown (74.1%), and Black or African American (71.4%) students showed the highest percentages in students performing one or more grade levels below. Students of two or more races (66.5%) and American Indian or Alaskan Native (65%) students performed below average, with less than 36% of students reading early on grade level or above. Overall, the data highlight significant gaps in reading performance across racial and ethnic groups, underscoring the importance of targeted instructional support and data-informed interventions. Exhibit 6 shows i-Ready districtwide reading performance by student group.

Exhibit 6. 2024-25 Lodi USD i-Ready Reading by Student Group



Math Strengths and Areas for Improvement

Math Areas of Strength

A few areas of strength were identified specific to math. Highlights from the student assessment data include:

- Smarter Balanced Math Assessment data identified that districtwide an average of 68% of students were near or above standard in *Communicating Reasoning* and an average of 60% of students were near or above standard in *Problem Solving/Modeling* and *Data Analysis*.
- Smarter Balanced Math Assessment data at priority need schools identified an average of 60% of students were near or above standard in *Communicating Reasoning* and an average of 50% of students were near or above standard in *Problem Solving/Modeling* and *Data Analysis*.

- i-Ready Math assessments showed Hispanic students demonstrated the highest percentage of students performing at or above grade level (36.2%), followed closely by Asian (33.9%), White (31.4%), and Filipino (31.3%) students.

Several strengths also emerged from the qualitative interviews. Staff noted pockets of success as some schools were able to increase their math scores, including Title I schools. A story was shared about one high school that was able to reduce the number of non-college prep math sections from 17 to 3 in only three years. Staff also identified the math curriculum at the elementary schools as a strength, but noted additional training was needed for the classroom teachers to fully implement and see the benefits of the adopted curriculum. Staff also noted how i-Ready and participation in the MSLP was helping teachers to identify gaps and provide more targeted supports in math.

Math Areas for Improvement

Math data also highlighted notable achievement gaps among student groups. The data revealed widespread academic gaps, with most schools showing over 60% of students performing below grade level, many by multiple years. The overall performance signals an urgent need for intensive, targeted support in core math skill areas. Some notable points from student assessment and placement data include:

- Smarter Balanced Math Assessment data identified a common area of greatest need in *Mathematics of Concepts and Procedures*. The district had an average of 47% of students below standard with 39% near standard. This was the lowest scoring area with an overall average of 63% of students scoring below standard in this area.
- Among ELs, 71% of students on average did not meet the standard in math. Note this average increased across grade levels from 54% in grade 3 to 96% by grade 11. ELs and LTELs were identified as student groups eligible for DA in academic performance.
- Among SWDs, 92% of students did not meet the standard as reported on the CCEIS plan. SWDs were identified as a student group eligible for DA in academic performance.
- 2022-23 Special Education Annual Performance Report Indicator Measures reported only one out three math achievement indicators were met (see Appendix B).
- i-Ready data showed students identifying as Native Hawaiian or Other Pacific Islander, American Indian or Alaskan Native, or Black or African American showed the greatest academic need in math.

Several areas for improvement emerged from the interview data. Staff talked about the need for additional teacher professional development specific to math and implementing the elementary math curriculum to its full potential. The need for a new high school math curriculum was also discussed, with a note that the adoption process for this has begun.

Respondents also talked about the need for additional math interventions and instructional supports for students, and in particular ELs and SWDs.

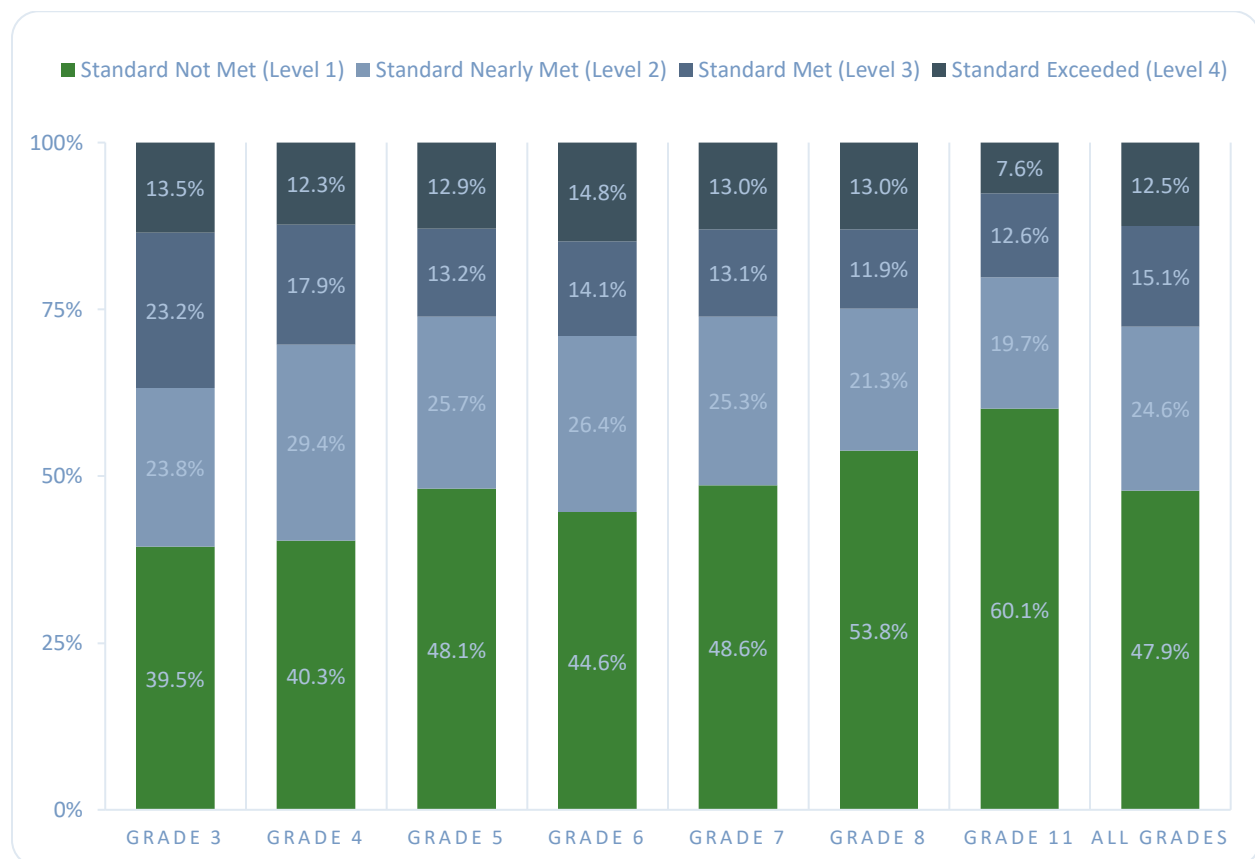
Some data from the Thought Exchange also mentioned math specifically. Participants believed math intervention specialists should be available at every school and a new math curriculum was needed (likely at the high school level). Participants also noted more effort was needed to recruit and retain highly qualified teachers, especially in math and special education.

Relevant Math Student Assessment Data

State Math Assessment Data Summary

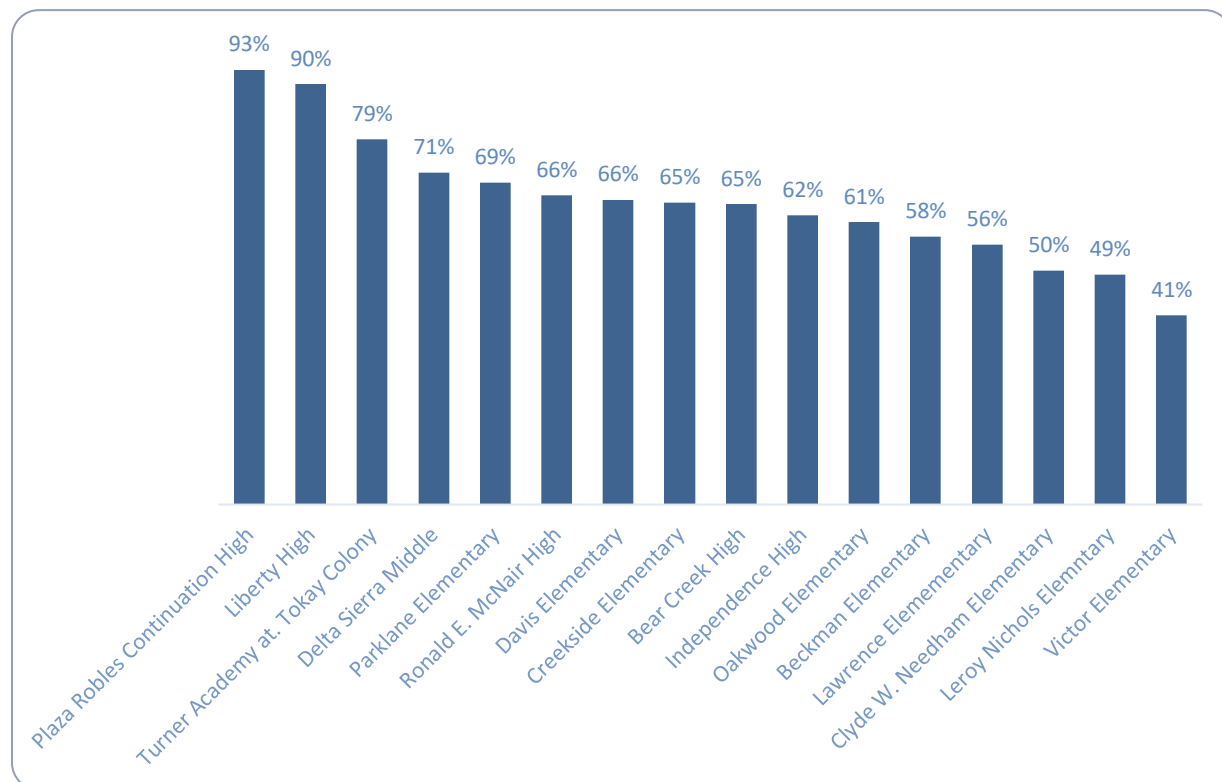
A review of 2023-24 CAASPP data indicated an average of 40% or more students were not meeting standard on the Smarter Balanced Math Assessment. Although 40% was the average for all students, by grade 11 60% of students did not meet standard. Exhibit 7 highlights overall districtwide achievement by grade level on the 2023-24 Smarter Balanced Math assessments.

Exhibit 7. 2023-24 CAASPP Overall Achievement Math by Grade Level



Further, the Smarter Balanced Math Assessment data identified a common area of greatest need in *Mathematics of Concepts and Procedures*. This was the lowest scoring area in math for all but three of the identified schools, with an overall average of 62% of students scoring below grade level. Among the priority schools, only two had at least 50% of students meeting the standard and three schools had more than 75% of students not meeting the standard as shown in Exhibit 8.

Exhibit 8. 2023-24 Percentage of Students Math Standard Not Met



i-Ready Math Diagnostic Summary

Across the district, most students perform below grade level in math. The majority of schools reported 70% or more of students as being one or more levels below grade level. Early on-grade-level performance was limited with most schools having less than 20% of students, with mid or above grade level often making up less than 15% of students at many sites.

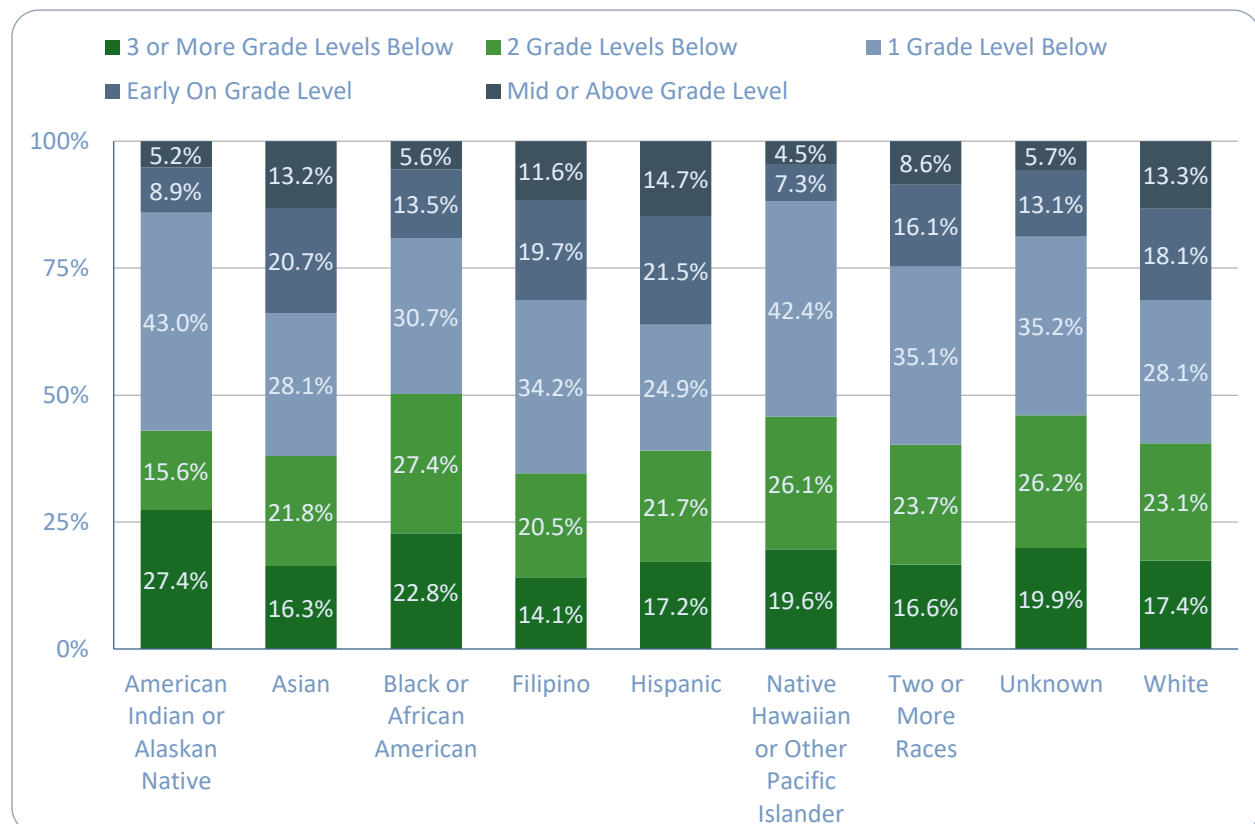
A few schools stand out for stronger performance, Elkhorn (4–6 and 7–8) and Ellerth Larson showed higher rates of students on or above grade level. However, Lodi High, Tokay High, and Turner Academy 7–8 reported over 85% of students performing 3+ levels below grade level, indicating significant need for targeted math supports at these schools. Henderson Middle,

Liberty High, Plaza Robles High, and Digital Academy also showed concentrated academic gaps, with 100% of students at least 1-3 levels below grade level. Appendix G presents i-Ready math data, including various charts on districtwide performance.

A majority of students across all groups are performing below grade level, with some groups showing significantly lower proficiency rates than others. Hispanic students demonstrated the highest percentage of students performing at or above grade level (36.2%), followed closely by Asian (33.9%), White (31.4%), and Filipino (31.3%) students. These groups generally had a more balanced distribution across all performance levels. In contrast, students identifying as Native Hawaiian or Other Pacific Islander, American Indian or Alaskan Native, and Black or African American showed the greatest academic need in math. These groups had the lowest percentages of students meeting or exceeding grade-level expectations—with only 11.8%, 14.1%, and 19.1% performing at or above grade level, respectively. Students with race/ethnicity listed as Unknown and those identifying as Two or More Races also performed below the overall averages, with less than 25% of students on or above grade level.

Overall, the data highlights significant gaps in math performance across racial and ethnic student groups, underscoring the importance of targeted instructional support and data-informed interventions. Exhibit 9 presents the i-Ready data by student group.

Exhibit 9. 2024-25 i-Ready Math Data by Student Group



Chronic Absenteeism Strengths and Areas for Improvement

Chronic Absenteeism Strengths

The district has made tremendous progress with addressing attendance and chronic absenteeism issues with implementation of a Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and targeted support provided by the Child Welfare and Attendance office. Despite a significant decline in chronic absenteeism across K-8 schools within the district, American Indian/Alaskan Native and homeless student groups still experienced an increase in chronic absenteeism from the prior year and American Indian/Alaskan Native were identified for DA in chronic absenteeism.

Among interview respondents, progress related to overcoming chronic absenteeism was discussed as a strength. Participants showed pride in how the district reduced its chronic absenteeism rates, praising the House System and staff efforts for this improvement. Respondents credited having dedicated staff working on absenteeism as a driver for this success along with student incentives for attendance (e.g., raffles for perfect attendance, recognition). Additionally, dedicated staff working on absenteeism allowed school administrators to focus on other areas of importance. Some respondents also noted how certain schools decreased their chronic absenteeism rates by improving the school culture and building a stronger sense of community, so students wanted to attend school.

Chronic Absenteeism Areas for Improvement

Despite a significant decline districtwide in chronic absenteeism, pockets of high rates of chronic absenteeism remain at some priority needs schools. Some notable points from state reported data include:

- 2023-24 chronic absenteeism rates reported to the state indicated some schools still have a high rate of chronic absenteeism, between 40-70%.
- 2023-24 data showed American Indian or Alaskan Native students were chronically absent an average of 20 days and African American students were chronically absent an average of 18 days.

Few gaps related to chronic absenteeism were identified in the interviews. One respondent even explicitly stated there were no gaps related to chronic absenteeism. Some respondents highlighted how the decreased rates in this area were a success, but also noted there was still some room for improvement. Of specific note were the ongoing need and need for additional funding to support student incentives and the need for additional staff time to follow up with families when their children are absent.

Data from the Thought Exchange also offered some suggestions to support attendance. This included additional field trips to keep students engaged, more hands-on learning opportunities, and at the high school level, career pathways aligned with student interests to increase their motivation to attend class.

Chronic Absenteeism Relevant Student Data

In 2023-24, chronic absenteeism rates indicated Liberty and Independence High have the highest rate of chronic absenteeism at 69.5% and 50.3% respectively. Four priority need schools also have a 40%-50% rate of chronic absenteeism: Parklane Elementary (49.9%), Plaza Robles (48.1%), Turner Academy (47.8%), and Delta Sierra Middle School (46.3%). Exhibit 10 shows the chronic absenteeism rate for all priority need schools ranked highest to lowest.

Exhibit 10. 2023-24 Chronic Absenteeism Rate Across Priority Need Schools

School Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Liberty High	200	139	69.5%
Independence	306	154	50.3%
Parklane Elementary	517	258	49.9%
Plaza Robles Continuation High	181	87	48.1%
Turner Academy	23	11	47.8%
Delta Sierra Middle	615	285	46.3%
Davis Elementary	378	131	34.7%
Oakwood Elementary	571	198	34.7%
Creekside Elementary	554	190	34.3%
Beckman Elementary	568	173	30.5%
Lawrence Elementary	557	169	30.3%
Clyde W. Needham Elementary	348	100	28.7%
Ronald E. McNair High	1,799	487	27.1%
Victor Elementary	129	34	26.4%
Bear Creek High	2,000	420	21.0%
Leroy Nichols Elementary	341	67	19.6%

As noted above, American Indian or Alaska Native were chronically absent an average of 20 days and African American students were chronically absent an average of 18 days. Lodi USD

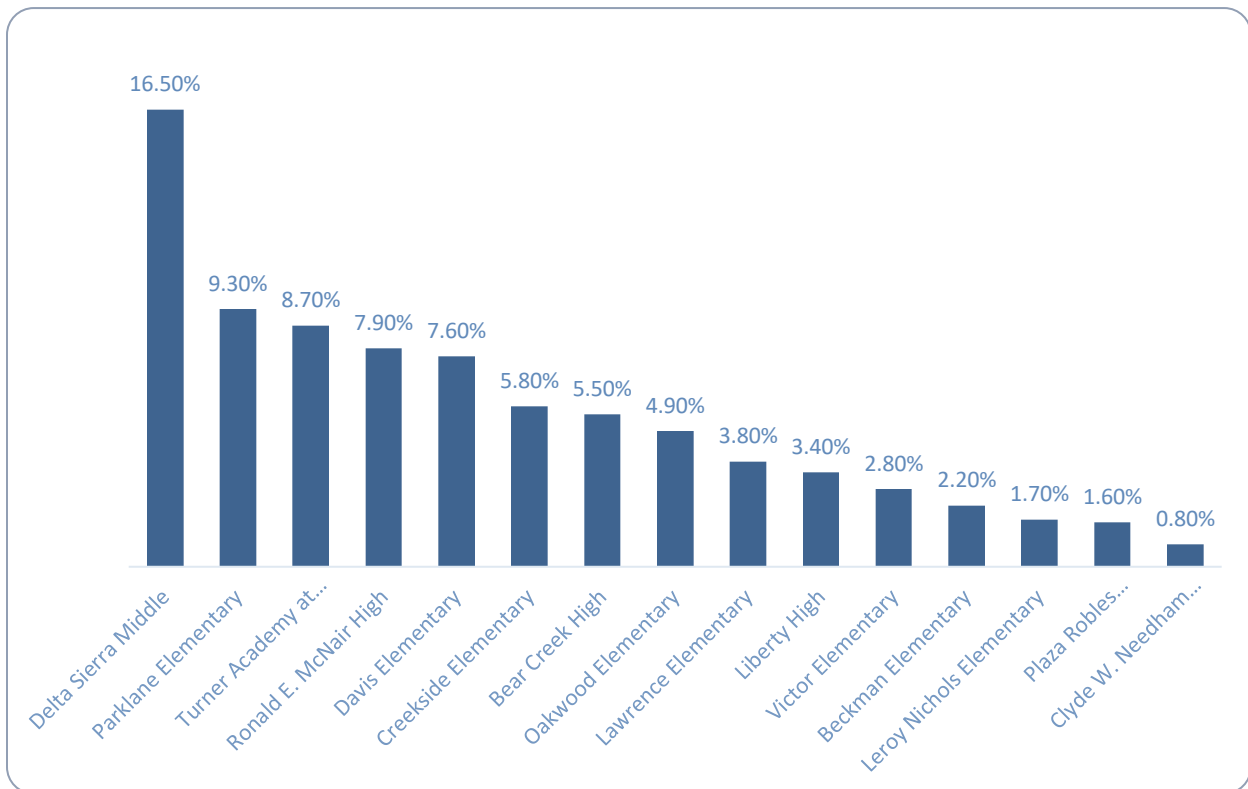
has a higher percentage of chronic absenteeism compared to percentage of student enrollment for Hispanic (52% vs 48.5%) and African American (10.3% vs 6.4%) students, as reported in the CCEIS improvement plan. Exhibit 11 presents the absenteeism rates by student group.

Exhibit 11. 2023-24 Chronic Absenteeism Rate by Race

Race / Ethnicity	Eligible Cumulative Enrollment	Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
American Indian or Alaska Native	99	88	20.3	36.3%	54.4%	9.0%	0.3%
African American	1,880	1,806	18.2	36.1%	56.6%	4.6%	2.7%
Pacific Islander	204	196	18	45.0%	51.3%	1.4%	2.3%
Two or More Races	1,022	980	14.8	52.5%	43.0%	2.5%	2.1%
Hispanic or Latino	13,336	12,751	13.9	53.1%	41.8%	2.1%	3.0%
Not Reported	805	755	13.9	52.3%	40.8%	1.6%	5.3%
White	4,511	4,250	12.4	58.9%	34.1%	1.8%	5.2%
Asian	4,961	4,574	12	54.3%	42.3%	1.3%	2.1%
Filipino	959	846	10	65.7%	32.0%	0.9%	1.4%

Suspension, although not a required indicator for the LREBG CNA, needs attention as well. According to the CCEIS improvement plan, there were 2,422 student suspensions in 2023. In reviewing suspension data, an average of 30% of students attending priority need schools had more than one suspension. The largest difference between the percentage of student enrollment and percent of students suspended was among the African American students (6.40% vs 19.7%) which equates to three times more suspensions than other student groups. Exhibit 12 highlights suspension rates of the priority need schools.

Exhibit 12. 2023-24 Suspension Rate of Priority Need Schools



Four Domains Key Findings

Lodi USD identified 24 schools that qualify for additional support under the Title I designation. As an initial step in the support process, each Title I school undergoes a CNA, a diagnostic review designed to identify key priorities, areas of strength, and opportunities for improvement. Lodi USD partnered with WestEd's Center for School Turnaround and Improvement to facilitate the CNA process. The WestEd team used the Four Domains for Rapid Schools Improvement, which is a research-based systems framework designed to help districts and schools lead and manage rapid improvement efforts through four domains: turnaround leadership, talent development, instructional transformation, and culture shift.

The Four Domains Comprehensive Assessment of Leadership for Learning (CALL) survey was used to conduct the CNA and identifies challenges, uncovers opportunities for support, and informs improvement plans relative to the four domains. The CNA process for the identified schools took place in January 2025. This section provides a high-level summary of those results and connections the barriers of success identified during the interviews with district leadership (see Appendix H).

Exhibit 13 presents the domains and domain indicators, as well as the result summary from the CALL survey. Each domain indicator was classified based on the level of need, ranging from **Very Low Need** to **Very High Need**.

Exhibit 13. Four Domains CALL Survey Summary

Domain	Domain Indicator	Level of Need
Domain 1: Turnaround Leadership	• 1.1 Prioritize improvement and communicate its urgency	• Moderate
	• 1.2 Monitor Short- and Long-term Goals	• Very High
	• 1.3 Customize and target support to meet needs	• Low
Domain 2: Talent Development	• 2.1 Recruit, develop, retain, and sustain talent	• Low
	• 2.2 Target professional learning opportunities	• Very High
	• 2.3 Set clear performance expectations	• High
Domain 3: Instructional Transformation	• 3.1 Diagnose and respond to student learning needs	• Moderate
	• 3.2 Provide rigorous evidence-based instruction	• High
	• 3.3 Remove barriers and provide opportunities	• Low
Domain 4: Culture Shift	• 4.1 Build a strong community intensely focused on student learning	• Low
	• 4.2 Solicit and act upon interest group (stakeholder) input	• Moderate
	• 4.3 Engage students and families in pursuing education goals	• Moderate

Exhibit 14 is a snapshot of the scores for each priority school by domain. The school averages are color coded to represent standard deviations above and below the national average. Note that Bear Creek, Independence, Liberty, and Plaza Robles High Schools were not administered the CALL survey as these campuses are not identified by Lodi USD as Title I schools.

Exhibit 14. Four Domains CALL Survey Snapshot

Domain	Turnaround Leadership			Talent Development			Instructional Transformation			Culture Shift		
Domain Indicator	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3
CALL National Average	3.87	3.72	3.53	3.56	3.66	3.77	3.5	3.52	3.19	3.59	3.23	3.23
Participating School Average	3.91	3.46	3.74	3.63	3.45	3.74	3.65	3.44	3.41	3.7	3.42	3.35
LREBG School Average	3.84	3.33	3.68	3.61	3.39	3.70	3.60	3.41	3.38	3.72	3.35	3.30
Beckman	4.17	3.93	4.08	3.7	3.64	3.91	3.94	3.63	3.58	3.84	3.57	3.46
Creekside	3.66	2.89	3.59	3.57	3.34	3.64	3.43	3.36	3.1	3.6	3.11	3.22
Davis	3.88	3.65	3.85	3.7	3.51	3.72	3.59	3.48	3.26	3.7	3.16	3.31
Delta Sierra Middle	3.96	3.96	3.91	3.7	3.67	3.85	3.64	3.49	3.51	3.27	3.18	2.93
Lawrence	3.86	3.24	3.56	3.65	2.99	3.75	3.79	3.35	3.43	3.73	3.09	3.49
McNair High	3.53	2.76	3.26	3.37	3.04	3.18	3.38	3.13	3.26	3.08	3.08	2.77
Needham	3.72	3.13	3.36	3.6	3.28	3.77	3.55	3.21	3.37	3.62	3.12	3.29
Nichols	3.98	3.82	3.85	3.71	3.55	3.8	3.75	3.73	3.53	3.92	3.62	3.66
Oakwood	3.94	3.22	3.82	3.46	3.18	4.0	3.79	3.31	2.93	3.34	3.05	2.91
Parklane	4.03	3.45	3.94	3.78	3.74	4.03	3.43	3.42	3.75	4.07	3.89	3.43
Turner Academy	3.63	3.04	3.59	3.56	3.53	3.33	3.46	3.48	3.44	4.06	3.44	2.92
Victor	3.43	2.53	3.33	3.33	2.96	3.07	3.25	2.99	3.22	4.03	3.38	3.59

Key for School Average:

1-2 Standard Deviations below Avg	0-1 Standard Deviations below Avg	0-1 Standard Deviations above Avg	1-2 Standard Deviations above Avg	2+ Standard Deviations above Avg
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Common Strengths Across Schools

Common strengths across the schools included strong relationships with families and inclusive environments, removing barriers to safety and foster belonging, staff collaboration and shared responsibility for student outcomes, and developing practices for using data to inform instruction and intervention strategies. The box below highlights more specifics related to the common strengths across the participating schools.

- **Community and Family Engagement:** Many schools maintain strong relationships with families and create welcoming, inclusive environments.
- **Supportive and Safe Cultures:** Schools prioritize removing barriers to learning and fostering belonging.
- **Staff Collaboration:** Evidence of teacher collaboration is common, particularly through PLCs and shared responsibility for student outcomes.
- **Use of Data:** Several schools are developing strong practices for using data to inform instruction and interventions.

Areas for Improvement Across Schools

Priority needs across the schools included a need for more rigorous evidence-based instruction, targeted and differentiated professional development, strategies to monitor progress aligned with goal-setting, and deepening family partnership in academic learning and decision-making. The box below highlights more specifics related to the priority needs across the participating schools.

- **Rigorous, Evidence-Based Instruction:** Many schools are working to strengthen Tier I instruction and need support to better align teaching with academic standards.
- **Professional Development:** Schools are identifying a need for more targeted, differentiated PD that addresses specific instructional priorities.
- **Monitoring and Goal-Setting:** Some schools are seeking more effective systems to track progress and align instructional strategies with goals.
- **Family Engagement in Academics:** Although many schools have welcoming cultures, there is growing interest in fostering deeper family partnerships in academic learning and decision-making.

Connections to Identified Barriers to Success

Clear connections exist between barriers to success surfaced by district leadership, the Four Domains practice areas, and evidence in the CNA CALL survey data. In aligning the needs of schools to the areas for improvement surfaced in the LREBG CNA data, Exhibit 15 outlines where distinct barriers to success exist among the participating schools and potentially across the entire district.

Exhibit 15. Four Domains Alignment with LREBG Barriers to Success

LREBG Barriers to Success	Aligned Four Domains Practice	Evidence in CNA CALL Data
Align instructional practices across classrooms	3.2 Provide rigorous, evidence-based instruction	Instructional rigor insights (CALL 3.2)
Expand targeted support for ELs and SWDs	3.3 Remove barriers and provide opportunities	Root cause analysis findings
Streamline and align professional learning	2.2 Target professional learning opportunities	PD alignment opportunities (CALL 2.2)
Strengthen goal-setting and progress monitoring	1.2 Monitor short- and long-term goals	Priority growth practice
Foster inclusive, affirming school climates	4.1 Build a culture focused on student learning and effort	CNA focus group input, CALL data
Deepen family partnerships in academics	4.3 Engage families in pursuing academic goals	CNA focus group input, CALL data

School Climate Data

The 2024 School Climate Survey data for students surfaced areas of concern for the district overall, priority schools, and identified racial and ethnic groups. Areas of concern were identified as statements with less than 75% agreement and priority needs were identified as statements with 65% or less agreement. Further root cause analysis is needed to determine if school climate in these areas is a contributing factor to academic performance or chronic absenteeism.

District Climate Needs

Survey data reflects a district-wide need to support students to resolve disagreements with each other and to address students being picked on due to their background.

Priority Student Group Climate Needs

Based on the data, African American students are experiencing a significantly more negative experience with their peers, overall safety and social acceptance, and how they are treated by adults. This also showed up in the CCEIS plan for improvement as root cause in terms of differential treatment of African American students and their families due to implicit and explicit biases of school personnel.

For American Indian/Alaska Native students, their experience is much closer to the overall student experience across the district and the priority schools, but this group has a significantly more negative experience with students getting along with each other and fairness of discipline.

Exhibit 16 provides a summary of the areas of concern from 2024 Student Climate Survey. See Appendix I to see the charted responses for students, parents, and staff to the district's climate survey.

Exhibit 16. 2024 Student Climate Survey Areas of Concern

Survey Statements	Average Percent of Students in Agreement			
	District-wide	Priority School Average	American Indian/ Alaska Native	Black/ African American
Students try to work out their disagreements with other students.	56%	58%	57%	46%
Students are not picked on about their personal characteristics (e.g., race/ethnicity, gender, disability).	59%	57%	59%	47%
Students at school get along with each other.	77%	75%	70%	64%
I feel safe at school.	76%	77%	79%	66%
I feel socially accepted at school.	80%	78%	80%	71%
Adults working at school treat all students respectfully.	80%	78%	80%	73%
Discipline is fair at school.	71%	70%	66%	62%

Priority Needs	Statements with 65% or less agreement
Areas of Concern	Statements with 75% or less agreement

CNA Conclusions

The CNA for the district and sites revealed an extreme need to increase student proficiency in both ELA and math at every school. Across the priority schools, a common emphasis is needed for **enhancing instructional strategies, increasing student engagement, and providing targeted interventions** to improve academic outcomes. The following list summarizes the key needs that arose the needs assessment:

- **Address Persistent Performance Gaps:** Student group-level data show systemic inequities. Priority student groups (e.g., African American, Hispanic, American Indian) are not experiencing academic growth at the same rate as other students. District leadership and site teams should continue engaging in student-centered improvement conversations.
- **Strengthen Alignment of Tier I Instruction:** District interviews, site visits, and student outcome data indicate a need to strengthen the alignment of Tier I instructional practices across classrooms. District leadership and site teams should set clear expectations for meeting grade-level standards in reading, writing, and math.
- **Strengthen Professional Learning to Support Instructional Improvement:** District interviews and site visits revealed principals, instructional coaches, and teachers need more support in data interpretation, standards alignment, and monitoring Tier I instruction. Professional learning should integrate mid-year data into ongoing school improvement planning and PLC conversations.
- **Improve Data Utilization Systems and Practices:** District interviews and site visits shared the need for developing systems and processes that allow for better data collection, analysis, and sharing. Data utilization will help provide educators with actionable insights from data to inform instructional practices and intervention strategies.
- **Expand Targeted Support and Extended Learning Opportunities:** Schools should increase access to structured intervention supports such as high-dosage tutoring and expanded enrichment programs, particularly for students performing below grade level. These supports can accelerate learning recovery and provide additional time for mastering essential skills.
- **Increase Access to Culturally Relevant, Grade-Level Complex Content:** Site visits revealed a need to embed small-group comprehension instruction and vocabulary development. Expand small-group targeted support based on diagnostic strands aligned with formative assessments and grade-level standards in reading and writing.

- **Strengthen Instructional Feedback Mechanisms:** Site visits revealed a need to establish regular feedback loops with teachers, students, and parents to gather input on programs and initiatives.
- **Strengthen Student Engagement and Conditions for Learning:** Chronic absenteeism and low student engagement are persistent barriers to academic success. Schools should implement strategies to promote student belonging, motivation, and attendance—particularly among priority student groups—to ensure all students have the opportunity to learn and thrive.
- **Leverage Bright Spot Schools to Inform Improvement:** Review of site data revealed that there are practices at schools demonstrating growth that should be studied and shared. These schools have leveraged assessment data to drive focused instruction and intervention. Facilitate cross-school and cross-classroom collaboration to highlight high-impact strategies.

Learning Recovery Education Block Grant Allocation Recommendations

The district has several existing actions within the LCAP aligned with the learning recovery initiatives of the LREBG to support instructional learning and academic learning recovery, as well as social and emotional well-being. Here we offer specific recommendations for the district to consider when allocating the LREBG funds to expand areas where priority need students in Lodi USD can benefit from additional supports or interventions aligned with the allowable activities outlined in [EC Section 32526\(c\)\(2\)\(A-F\)](#) (see Appendix J).

1. **Review, adopt, and/or supplement Tier I curricula.** Work to fill gaps in rigor, alignment, or cultural relevance, particularly in ELA and math. Emerging evidence suggests quality curricula has more impact on student achievement than many school improvement interventions – and at a lower cost. (Steiner et al., 2018).
2. **Provide targeted professional learning for evidence-based practices.** Professional learning should be grounded in student needs and goals, as well as priority areas for

improving Tier I instructional practices. Include EL, CCEIS, and SPED coordinators in planning professional learning opportunities to support staff with academic support for EL, LTEL, and SWDs (Darling-Hammond et al., 2017).

3. **Provide targeted professional development to strengthen school and district leaders' ability to lead instructional improvement**, support collaborative practices, and use data effectively. Focus areas should include instructional coaching, equity-centered leadership, and facilitating effective teams. Prioritize support for new and high-need school leaders. Research highlights leadership as a key lever for improving teaching quality and student outcomes (Leithwood et al., 2020; Darling-Hammond et al., 2017).
4. **Strengthen collaborative professional learning systems and structures**. Teachers need to receive feedback as they work on implementing new practices learned through PD. Coaches can provide feedback to teachers who need it most, but all teachers need routine opportunities for feedback. PLCs are the most effective mechanism for this (Perks, 2025a, 2025b).
5. **Expand capacity for instructional coaching**. An excellent way to use temporary funds to support staffing is to hire instructional coaches to coach and support teachers in alignment with their professional learning. Coaches should target teachers who need the most support – e.g. new teachers, struggling teachers (Kraft et al., 2018).
6. **Embed structured, high-dosage tutoring with progress monitoring and strong tutor training**. High-dosage tutoring (3x/week, embedded in the school day, with a consistent tutor) shows significant positive outcomes, particularly for students behind grade level (Nickow, Oreopoulos, & Quan, 2020; Robinson et al., 2021). This is consistent with promising practices in learning acceleration.
7. **Expand summer and after-school enrichment including programs promoting student agency, belonging, and engagement focused on priority student groups**. Evidence from multiple meta-analyses shows that well-structured expanded learning programs can have a positive effect on student achievement, especially when targeted toward students with the most academic needs. Prioritize STEAM, enrichment, and ELA/math supports. Motivation and engagement are critical to academic recovery (Allensworth & Schwartz, 2020; Guthrie & Wigfield, 2000; Kidron & Lindsay, 2014).
8. **Expand targeted attendance supports to continue reducing chronic absenteeism across the district**, especially for priority student groups. Implement a tiered approach to diagnose and address chronic absenteeism to provide personalized supports for students and help inform professional learning opportunities to reduce chronic absenteeism and improve conditions for learning across the district (Chang et al., 2019).
9. **Invest in systems supporting continuous data use and progress monitoring** across ELA, math, and SEL. Focus on digital data dashboards and structures that allow

teachers to analyze formative data and adjust instruction in real time (Hamilton et al., 2009).

10. **Apply a “bright spots” scaling strategy** by identifying, documenting, and spreading successful practices from higher-performing schools. Instead of only focusing on what’s failing, improvement science encourages identifying “positive outliers” (i.e., schools or classrooms that succeed despite similar constraints) and learning from them (Bryk et al., 2015; Pascale et al., 2010).

Next Steps for Systemic Turnaround and Improvement

To create systemic transformation and enhance long-term educational strategies to improve student outcomes and the overall educational experience of students and the professional experience of staff, we offer the following as recommendations for immediate next steps the district can take to greatly benefit and address greater needs of the district.

Immediate Next Steps	Outcomes
Strategic Plan: Develop and communicate a clear, cohesive strategic plan that aligns all initiatives with district and site goals and with clearly defined metrics for success and accountability measures to ensure consistent implementation across schools.	<p>The development of a strategic plan will help the district with the following:</p> <ul style="list-style-type: none">• Build a strong culture by clearly defining and aligning the district’s mission, vision, and goals.• Align all district staff, especially teachers, around a shared purpose and ensure all departments and teams are working toward a common vision.• Ensure resources are allocated around the most high-impact priorities to integrate successful initiatives and the long-term sustainability of programs, especially those funded by one-time grants.

	<ul style="list-style-type: none"> • Foster greater collaboration among departments and between site leaders and district administration. • Regular meetings and communication can help break down silos and promote shared understanding of challenges and solutions.
<p>MTSS Framework: Focus on establishing a district-wide framework and expectations for districtwide Tier I instruction and behavioral supports that link Tier II and III site level instructional and behavioral interventions and supports for students.</p>	<p>The implementation of an MTSS framework will help the district with the following:</p> <ul style="list-style-type: none"> • Strengthen alignment of Tier I instruction with clear for expectations and grade-level standards in reading, writing, and math. Emphasize math discourse and problem-solving routines in Tier I instruction. • Ensure that professional development opportunities are directly aligned with identified needs and district goals. Tailoring training to specific contexts and providing ongoing support can enhance teacher effectiveness. • Provide training for staff on cultural competency and inclusive practices to better serve diverse student populations and foster an environment where all students feel valued and supported. • Prioritize access to opportunities for support services that address the learning needs of ELs and SWD, ensuring that all students, particularly those in Title I and priority need schools, have access to high-quality education and interventions. • Increase focus on mental health resources and social-emotional learning. Addressing the holistic needs of students can improve attendance and academic performance.
<p>Site-Specific Supports: Ensure that schools are receiving the support and training necessary to adapt instructional practices to improve</p>	<p>The site-specific supports will help the district and schools with the following:</p> <ul style="list-style-type: none"> • New leadership development that focuses on equipping new principals and vice principals

<p>outcomes for all students in particular those that are in need of learning recovery support and intervention.</p>	<p>with the skills and knowledge necessary to take on leadership roles effectively. This can involve various approaches, including structured mentoring and training programs to prepare individuals for their first leadership role</p> <ul style="list-style-type: none"> • Ongoing leadership development and support, focus areas should include instructional coaching, equity-centered leadership, and facilitating effective teams. Prioritize support for new and high-need school leaders. Research highlights leadership as a key lever for improving teaching quality and student outcomes. • Prioritize access to culturally relevant, grade-level complex text. Embed small-group comprehension instruction and vocabulary development in upper grades. Expand small-group targeted support based on diagnostic strands. • Support site leaders in instructional feedback mechanisms. Facilitate cross-school collaboration to highlight high-impact strategies. • Establish regular feedback loops with teachers, students, and parents to gather input on programs and initiatives. This can help identify areas for improvement and ensure that the district is responsive to stakeholder needs.
<p>Family Involvement and Community Engagement: Strengthen partnerships with families and community organizations to create a supportive network around students. Engaging parents and community members in decision-making processes can lead to more relevant and effective programs.</p>	<p>The family involvement and community engagement will help the district with the following:</p> <ul style="list-style-type: none"> • Increase parent and family voices by conducting surveys, forums, focus groups, and suggestion boxes. Share and act on what is learned. Take input into account when making programmatic decisions. Consistently demonstrate that all voices are heard.

	<ul style="list-style-type: none">• Engaging families can lead to improved student outcomes, social-emotional development, attendance, and academic achievement.• Empower district and parent advisory committees. Provide them with the necessary resources, training, and support to effectively participate in decision-making processes related to school programs, policies, and funding.
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Appendix A. Preliminary Needs Assessment

Preliminary Summary of CA Dashboard Data for the Learning Recovery Emergency Block Grant (LREBG) Need Assessment

February 2025

ELA Status by School

Based on the 2024 CA State Dashboard ELA Progress Indicator, Lodi Unified School District has 12 schools that received a very low rating and 28 schools that received a low rating.

Of the very low schools, compared to the prior year status, three (3) schools declined significantly, three (3) schools declined, three (3) schools maintained, and one (1) increased. One school had a student population that was less than 11 students.

Very Low ELA Schools with Change Levels

School	Change Level
Turner Academy at Tokay Colony	Declined Significantly
Plaza Robles Continuation High	*
Independence High	Declined Significantly
Liberty High	Declined Significantly
Davis Elementary	Maintained
Clyde W. Needham Elementary	Maintained
Oakwood Elementary	Declined
Parklane Elementary	Declined
Creekside Elementary	Maintained
Delta Sierra Middle	Increased
Beckman Elementary	Declined

*N size less than 11 students

Of the low schools, compared to the prior year status, ten (10) schools declined significantly, six (6) schools declined, seven (7) schools maintained, eight (8) schools increased, and two (2) schools increased significantly.

Low ELA Schools with Change Levels

School	Change Level
Lois E. Borchardt Elementary	Declined
Ansel Adams	Maintained

Millswood Middle	Maintained
Christa McAuliffe Middle	Maintained
Manlio Silva Elementary	Maintained
Ronald E. McNair High	Declined Significantly
George Lincoln Mosher	Increased
Woodbridge Elementary	Increased
Valley Robotics Academy	Increased Significantly
Bear Creek High	Declined
Tokay High	Declined Significantly
Lodi High	Declined Significantly
Erma B. Reese Elementary	Declined
George Washington Elementary	Declined
Lakewood Elementary	Increased
Lawrence Elementary	Declined
Leroy Nichols Elementary	Declined Significantly
Live Oak Elementary	Increased
Lockeford Elementary	Increased
Morada Middle	Maintained
Lodi Middle	Maintained
Heritage Elementary	Increased
Victor Elementary	Declined Significantly
Clairmont Elementary	Increased
Wagner-Holt Elementary	Maintained
Westwood Elementary	Increased
Sutherland Elementary	Increased Significantly
Julia Morgan Elementary	Declined
Ronald E. McNair High	Declined Significantly
Tokay High	Declined Significantly
Lodi High	Declined Significantly
Leroy Nichols Elementary	Declined Significantly
Victor Elementary	Declined Significantly

Math Status by School

Based on the 2024 CA State Dashboard Math Progress Indicator, Lodi Unified School District has twelve (12) schools that received a very low rating, and 28 schools that received a low rating.

Of the very low schools, compared to the prior year status, two (2) schools declined significantly, three (3) schools declined, two (2) schools maintained, two (2) schools increased,

and one (1) school increased significantly. One school had a population that was less than 11 students.

Very Low Math Schools with Change Levels

School	Change Level
Ronald E. McNair High	Declined Significantly
Turner Academy at Tokay Colony	Increased
Bear Creek High	Declined significantly
Plaza Robles Continuation High	*
Independence High	Declined
Liberty High	Maintained
Davis Elementary	Maintained
Oakwood Elementary	Increased
Parklane Elementary	Declined
Creskide Elementary	Declined
Delta Sierra Middle	Increased significantly

Of the low schools, compared to the prior year status, one (1) school declined significantly, nine (9) schools declined, six (6) schools maintained, and eight (8) schools increased, and three (3) schools increased significantly.

Low Math Schools with Change Levels

School	Change Level
Lois E. Borchardt Elementary	Maintained
Ansel Adams	Increased
Millswood Middle	Declined
Christa McAuliffe Middle	Declined
George Lincoln Mosher	Increased
Woodbridge	Declined
Podesta Ranch Elementary	Increased
Valley Robotics Academy	Increased Significantly
Tokay High	Declined
Lodi High	Declined
Erma B. Reese Elementary	Declined
George Washington Elementary	Maintained
Lakewood Elementary	Increased
Lawrence Elementary	Maintained
Leroy Nichols Elementary	Declined Significantly

Live Oak Elementary	Increased Significantly
Lockeford Elementary	Increased
Morada Middle	Increased
Clyde W. Needham Elementary	Increased
Lodi Middle	Increased
Heritage Elementary	Maintained
Victor Elementary	Declined
Clairmont Elementary	Maintained
Wagner-Holt Elementary	Maintained
Beckman Elementary	Declined
Westwood Elementary	Increased
Sutherland Elementary	Increased Significantly
Julia Morgan Elementary	Declined

Chronic Absenteeism Status by School

Based on the 2024 CA State Dashboard Chronic Absenteeism Progress Indicator, Lodi Unified School District has 28 schools that received a very high rating, and thirteen (13) schools that received a high rating. No schools have a Red designation for Chronic Absenteeism.

Of the very high schools, compared to the prior year status, one (1) school increased, five (5) schools declined, and 21 schools declined significantly.

Very High Chronic Absenteeism Schools with Change Levels

School	Change Level
Ansel Adams	Declined
Independence	Declined
Victor Elementary	Declined
Parklane Elementary	Declined
Delta Sierra Middle	Declined
Lois E. Borchardt Elementary	Declined Significantly
Millswood Middle	Declined Significantly
Christa McAuliffe Middle	Declined Significantly
George Lincoln Mosher	Declined Significantly
Davis Elementary	Declined Significantly
George Washington Elementary	Declined Significantly
Lakewood Elementary	Declined Significantly
Lawrence Elementary	Declined Significantly
Live Oak Elementary	Declined Significantly

Morada Middle	Declined Significantly
Clyde W. Needham Elementary	Declined Significantly
Lodi Middle	Declined Significantly
Heritage Elementary	Declined Significantly
Oakwood Elementary	Declined Significantly
Creskide Elementary	Declined Significantly
Clairmont Elementary	Declined Significantly
Wagner-Holt Elementary	Declined Significantly
Beckman Elementary	Declined Significantly
Westwood Elementary	Declined Significantly
Sutherland Elementary	Declined Significantly
Julia Morgan Elementary	Declined Significantly
Turner Academy at Tokay Colony	Increased

Of the schools, compared to prior year status, two (2) schools declined, and eleven (11) schools declined significantly.

High Chronic Absenteeism Schools with Change Levels

School	Change Level
Woodbridge	Declined
Joe Serna Jr. Charter	Declined
Ellerth E. Larson Elementary	Declined Significantly
Manlio Silva Elementary	Declined Significantly
Podesta Ranch Elementary	Declined Significantly
Aspire Benjamin Holt Middle	Declined Significantly
Erma B. Reese Elementary	Declined Significantly
Leroy Nichols Elementary	Declined Significantly
Lockeford Elementary	Declined Significantly
Vinewood Elementary	Declined Significantly
John Muir Elementary	Declined Significantly
Aspire Vincent Shalvey Academy	Declined Significantly
Aspire River Oaks Charter	Declined Significantly

English Learner Status by School

Based on the 2024 CA State Dashboard English Learner Progress Indicator, Lodi Unified School District has four (4) schools that received a very low rating, and 12 schools that received a low rating.

Of the very low schools, compared to the prior year status one (1) school declined and two (2) schools declined significantly.

Schools with Very Low Progress for EL Students

School	Change Level
Woodbridge	Declined Significantly
Podesta Ranch Elementary	Declined Significantly
Live Oak Elementary	Decline

Of the low schools, compared to the prior year status, one (1) school increased significantly, three (3) schools increased, three (3) schools maintained, three (3) schools declined, and two (2) schools declined significantly.

Schools with Low Progress for EL Students

School	Change Level
Manlio Silva Elementary	Declined Significantly
Ronald E. McNair High	Maintained
George Lincoln Mosher	Declined
Plaza Robles Continuation High	Increased Significantly
Tokay High	Maintained
Liberty High	Increased
Lodi High	Declined
George Washington Elementary	Increased
Lakewood Elementary	Increased
Clyde W. Needham Elementary	Declined
Creskide Elementary	Maintained
John Muir Elementary	Declined Significantly

Student Group Data from CA Dashboard

ELA Status by Student Group

Lodi Unified School district has fourteen (14) student groups that are included on the CA State Dashboard. In ELA, six (6) of these student groups received a very low rating, eight (7) student groups received a low rating, and one (1) student group received a high rating.

Of the very low student groups, compared to the prior year status, three (3) student groups declined, one (1) student group maintained, one (1) student group increased, and one (1) student group increased significantly.

Student Groups with Very Low Status in ELA

Student Group	Change Level
English Learners	Maintained
Long-Term English Learners	Declined
Foster Youth	Increased
Homeless	Increased significantly
Students with Disabilities	Declined
African American	Declined

Of the low student groups, compared to the prior year status, one (1) student group declined significantly, two (2) student groups declined, three (3) student groups maintained, and one (1) student group increased.

Student Groups with Low Status in ELA

Student Group	Change Level
Socioeconomically Disadvantaged	Maintained
American Indian or Alaska Native	Declined significantly
Asian	Maintained
Hispanic	Declined
Native Hawaiian or Pacific Islander	Increased
White	Declined
Two or More Races	Maintained

Math Status by Student Group

Lodi Unified School district has fourteen (14) student groups that are included on the CA State Dashboard. In Math, six (6) of these student groups received a very low rating, eight (8) student groups received a low rating, and one (1) student group received a medium rating.

Of the very low student groups, compared to the prior year status, one (1) student group declined, four (4) student groups maintained, and one (1) student group increased significantly.

Student Groups with Very Low Status in Mathematics

Student Group	Change Level
English Learners	Maintained
Long-Term English Learners	Declined
Foster Youth	Maintained
Homeless	Increased significantly
Students with Disabilities	Maintained
African American	Maintained

Of the low student groups, compared to the prior year status, one (1) student group declined significantly, one (1) student group declined, four (4) student groups maintained, and one (1) student group increased.

Student Groups with Low Status in Mathematics

Student Group	Change Level
Socioeconomically Disadvantaged	Maintained
American Indian or Alaska Native	Declined significantly
Asian	Maintained
Hispanic	Maintained
Native Hawaiian or Pacific Islander	Increased
White	Maintained
Two or More Races	Declined

Preliminary Findings from CA Dashboard Data

Schools with the Most Overall Critical Needs

Schools with Very Low status in ELA and Math, and/or Very High on the K-8 Chronic Absenteeism Indicator

School	ELA Status	Change Level ELA	Math Status	Change Level Math	Chron, Abs Status	Change Level Chron. Abs.
Turner Academy at Tokay Colony	Very Low	Declined Significantly	Very Low	Increased	Very High	Increased
Plaza Robles Continuation High	Very Low	*	Very Low	*	N/A	N/A
Independence High	Very Low	Declined Significantly	Very Low	Declined	Very High	Declined
Liberty High	Very Low	Declined Significantly	Very Low	Maintained	N/A	N/A
Davis Elementary	Very Low	Maintained	Very Low	Maintained	Very High	Declined Significantly
Clyde W. Needham Elementary	Very Low	Maintained	Low	Increased	Very High	Declined Significantly
Oakwood Elementary	Very Low	Declined	Very Low	Increased	Very High	Declined Significantly
Parklane Elementary	Very Low	Declined	Very Low	Declined	Very High	Declined
Creekside Elementary	Very Low	Maintained	Very Low	Declined	Very High	Declined Significantly

Delta Sierra Middle	Very Low	Increased	Very Low	Increased Significantly	Very High	Declined
Beckman Elementary	Very Low	Declined	Low	Declined	Very High	Declined Significantly
Ronald E. McNair High	Low	Declined Significantly	Very Low	Declined Significantly	N/A	N/A
Bear Creek High	Low	Declined	Very Low	Declined Significantly	N/A	N/A
Woodbridge	Low	Increased	Low	Declined	High	Declined

*Fewer than 11 students, no color means that there were fewer than 30 students

Additional Schools that Declined significantly in Math

School	Math Status	Change Level Math	Avg. Distance from Standard
Leroy Nichols Elementary	Low	Declined Significantly	-63.9

Additional Schools that Declined Significantly in ELA

School	ELA Status	Change Level ELA	Avg. Distance from Standard
Tokay High	Low	Declined Significantly	-42.3
Lodi High	Low	Declined Significantly	-15
Leroy Nichols Elementary	Low	Declined Significantly	-52.4
Victor Elementary	Low	Declined Significantly	-49.8

Preliminary Priority Schools

Schools with Very Low indicators in Both ELA and Math

- Independence High
- Davis Elementary
- Parklane Elementary
- Creekside Elementary
- Oakwood Elementary
- Turner Academy at Tokay Colony
- Plaza Robles Continuation High
- Lodi High
- Liberty High
- Delta Sierra Middle

Schools Demonstrating the Greatest Need for ELA Learning Recovery Supports (Need to be confirmed with additional local data)

- Turner Academy at Tokay Colony
- Plaza Robles Continuation High
- Independence High
- Liberty High
- Davis Elementary
- Clyde W. Needham Elementary
- Oakwood Elementary
- Parklane Elementary
- Creekside Elementary
- Delta Sierra Middle
- Beckman Elementary
- Ronald E. McNair High
- Tokay High
- Lodi High
- Leroy Nichols Elementary
- Victor Elementary

Student Groups with Overall Most Critical Needs

Student Groups with Very Low status in ELA and Math, and/or Very High on the K-8 Chronic Absenteeism Indicator

Student Group	ELA Status	Change Level	Math Status	Change Level	Chronic Absenteeism	Change Level
English Learners	Very Low	Maintained	Very Low	Maintained	Very High	Declined Significantly
Long-Term English Learners	Very Low	Declined	Very Low	Declined	Very High	Declined Significantly
Foster Youth	Very Low	Increased	Very Low	Maintained	Very High	Declined Significantly
Homeless	Very Low	Increased significantly	Very Low	Increased Significantly	Very High	Increased Significantly
Students with Disabilities	Very Low	Declined	Very Low	Maintained	Very High	Declined Significantly
African American	Very Low	Declined	Very Low	Maintained	Very High	Declined Significantly
Socioeconomically Disadvantaged	Low	Maintained	Low	Maintained	Very High	Declined Significantly
American Indian/ Alaska Native	Low	Declined Significantly	Low	Declined Significantly	Very High	Increased

Student Groups with Two or More Very Low Indicators

- English Learners
- Long-Term English Learners
- Foster Youth
- Homeless
- Students with Disabilities
- African American

Schools with Very Low English Learner Progress

School	ELA Status	Change Level ELA	Math Status	Change Level Math	EL Progress Status	Change Level EL Progress
Woodbridge	Low	Increased	Low	Declined	Very Low	Declined Significantly
Podesta Ranch Elementary	Medium	Increased	Low	Increased	Very Low	Declined Significantly
Live Oak Elementary	Low	Increased	Low	Increased Significantly	Very Low	Declined
Manlio Silva Elementary	Low	Maintained	Medium	Maintained	Low	Declined Significantly

Discussion Questions

- What **insights** do you have based on what you're seeing in the data? Is there anything in the data that **surprises** you?
- Are there specific **trends or patterns** you are interested in exploring?
- How should we prioritize **schools** and **student groups** based on the data? Which schools will be targeted with these funds?
- What additional local **data** should we use to enhance our overall understanding of District needs?
- What other feedback **or input is needed** to help inform the District's needs?

Resource: CDE Needs Assessment Questions

ELA Questions by School

1. Based on the schools with status levels of "low" and "very low" in ELA, which schools are demonstrating the greatest need for learning recovery supports in ELA?
2. Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level in ELA, are there any schools with a high number of students with low achievement levels in ELA?
3. Based on local metrics for ELA/Literacy that are being administered in the current school year (screeners, diagnostics, interim assessments), are any schools demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?

Determine additional qualitative data to collect to confirm the list of "schools in greatest need of learning recovery supports." This can include but is not limited to school focus groups, interviews with educational partners, assessment of current school priorities/initiatives, and school/classroom observations. Once qualitative data is collected and analyzed, finalize the list of "Schools in Greatest Need of Learning Recovery Supports."

ELA Questions by Student Group

1. Based on the student groups with status levels of "low" and "very low" in ELA, which student groups are demonstrating the greatest need for learning recovery supports in ELA?
2. Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level, are there any student groups with a high number in the lowest achievement levels in ELA?
3. Based on local metrics for ELA/Literacy that are being administered in the current school year (screeners, diagnostics, interim assessments), are any student groups demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?

Determine additional qualitative data to collect to confirm the list of "student groups in greatest need of learning recovery supports." This can include but is not limited to student focus groups, interviews with educational partners, assessment of current priorities/initiatives, and school observations. Once qualitative data is collected and analyzed, finalize the list of "Student Groups in Greatest Need of Learning Recovery Supports."

Mathematics Questions by School

1. Based on the schools with status levels of "low" and "very low" in Mathematics, which schools are demonstrating the greatest need for learning recovery supports in mathematics?
2. Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level in mathematics, are there any schools with a high number of students with low achievement levels in mathematics?
3. Based on local metrics for mathematics that are being administered in the current school year (screeners, diagnostics, interim assessments), are any schools demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?

Determine additional qualitative data to collect to confirm the list of "schools in greatest need of learning recovery supports." This can include but is not limited to school focus groups, interviews with educational partners, assessment of current school priorities/initiatives, and school/classroom observations. Once qualitative data is collected and analyzed, finalize the list of "Schools in Greatest Need of Learning Recovery Supports."

Mathematics Questions by Student Group

1. Based on the student groups with status levels of "low" and "very low" in mathematics, which student groups are demonstrating the greatest need for learning recovery supports in math?
2. Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level, are there any student groups with a high number in the lowest achievement levels in mathematics?
3. Based on local metrics for mathematics that are being administered in the current school year (screeners, diagnostics, interim assessments), are any student groups demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?

Determine additional qualitative data to collect to confirm the list of "student groups in greatest need of learning recovery supports." This can include but is not limited to student focus groups, interviews with educational partners, assessment of current priorities/initiatives, and school observations. Once qualitative data is collected and analyzed, finalize the list of "Student Groups in Greatest Need of Learning Recovery Supports."

Chronic Absenteeism Questions by School

1. Based on the schools with status levels of "high" and "very high" in Chronic Absenteeism or comparable rates at high schools, which schools are demonstrating the greatest need for learning recovery supports in attendance?

2. Based on the list of chronically absent students, are there any schools with a high number of chronically absent students?
3. Based on local metrics for chronic absenteeism (daily attendance rates, numbers of unexcused absences, etc.), are any schools demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?

Determine additional qualitative data to collect to confirm the list of "schools in greatest need of learning recovery supports." This can include but is not limited to school focus groups, interviews with educational partners, assessment of current school priorities/initiatives, and school/classroom observations. Once qualitative data is collected and analyzed, finalize the list of "Schools in Greatest Need of Learning Recovery Supports."

Chronic Absenteeism Questions by Student Group

4. Based on the student groups with status levels of "high" and "very high" in Chronic Absenteeism or comparable rates at high schools, which student groups are demonstrating the greatest need for learning recovery supports in attendance?
5. Based on the list of chronically absent students, are there any student groups with a high number of chronically absent students?
6. Based on local metrics for chronic absenteeism (daily attendance rates, numbers of unexcused absences, etc.), are any student groups demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?

Determine additional qualitative data to collect to confirm the list of "student groups in greatest need of learning recovery supports." This can include but is not limited to student focus groups, interviews with educational partners, assessment of current priorities/initiatives, and school observations. Once qualitative data is collected and analyzed, finalize the list of "Student Groups in Greatest Need of Learning Recovery Supports."

Using identified priority lists of schools and student groups identify the following for each school and Group:

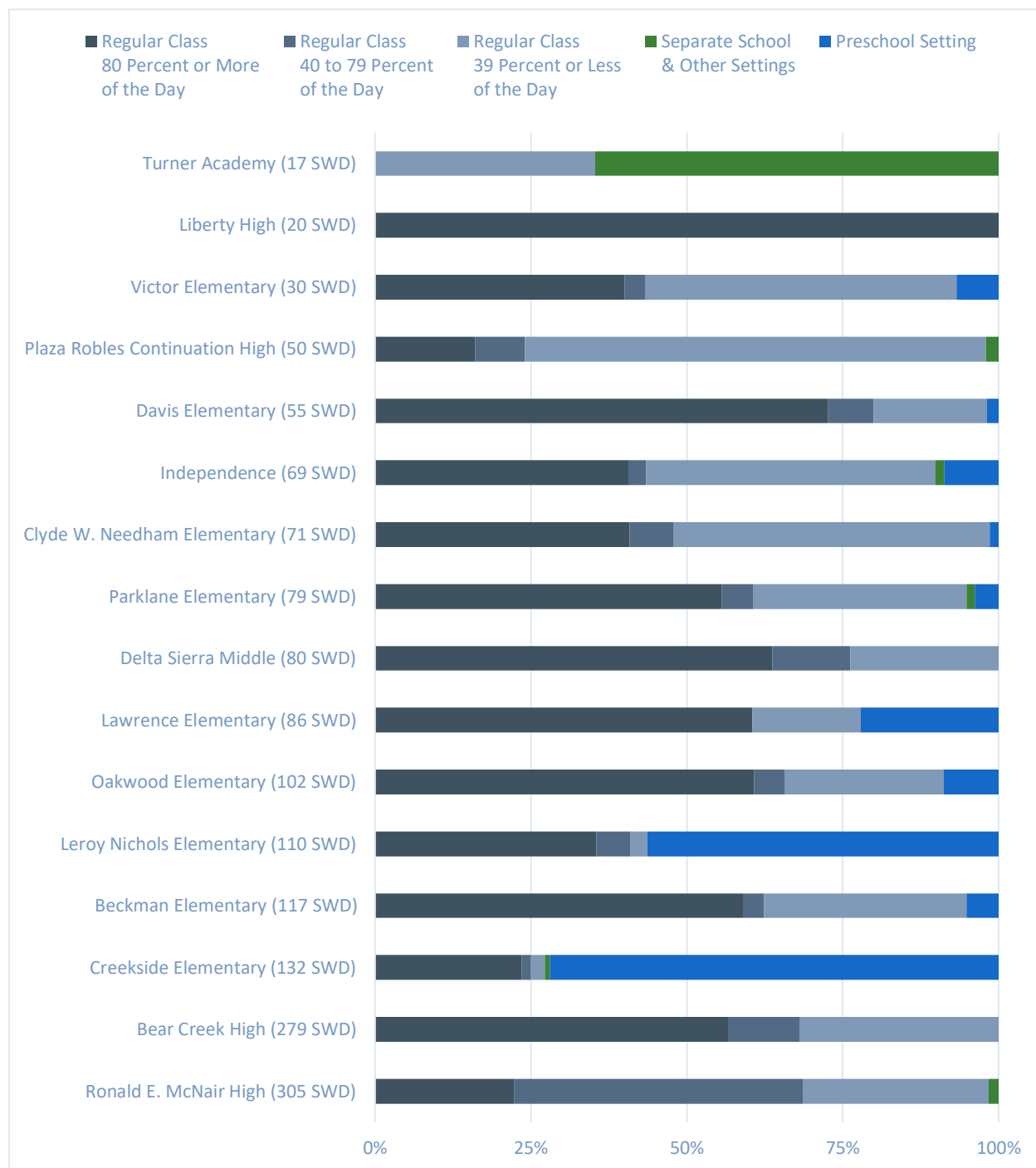
- Based on quantitative and qualitative data, what is the greatest need for each identified school and student group?
- Using the Evidence-Based Resources tab, which resource aligns to the identified need(s)?

Appendix B. 2022-23 Special Education Annual Performance Report Indicator Measures

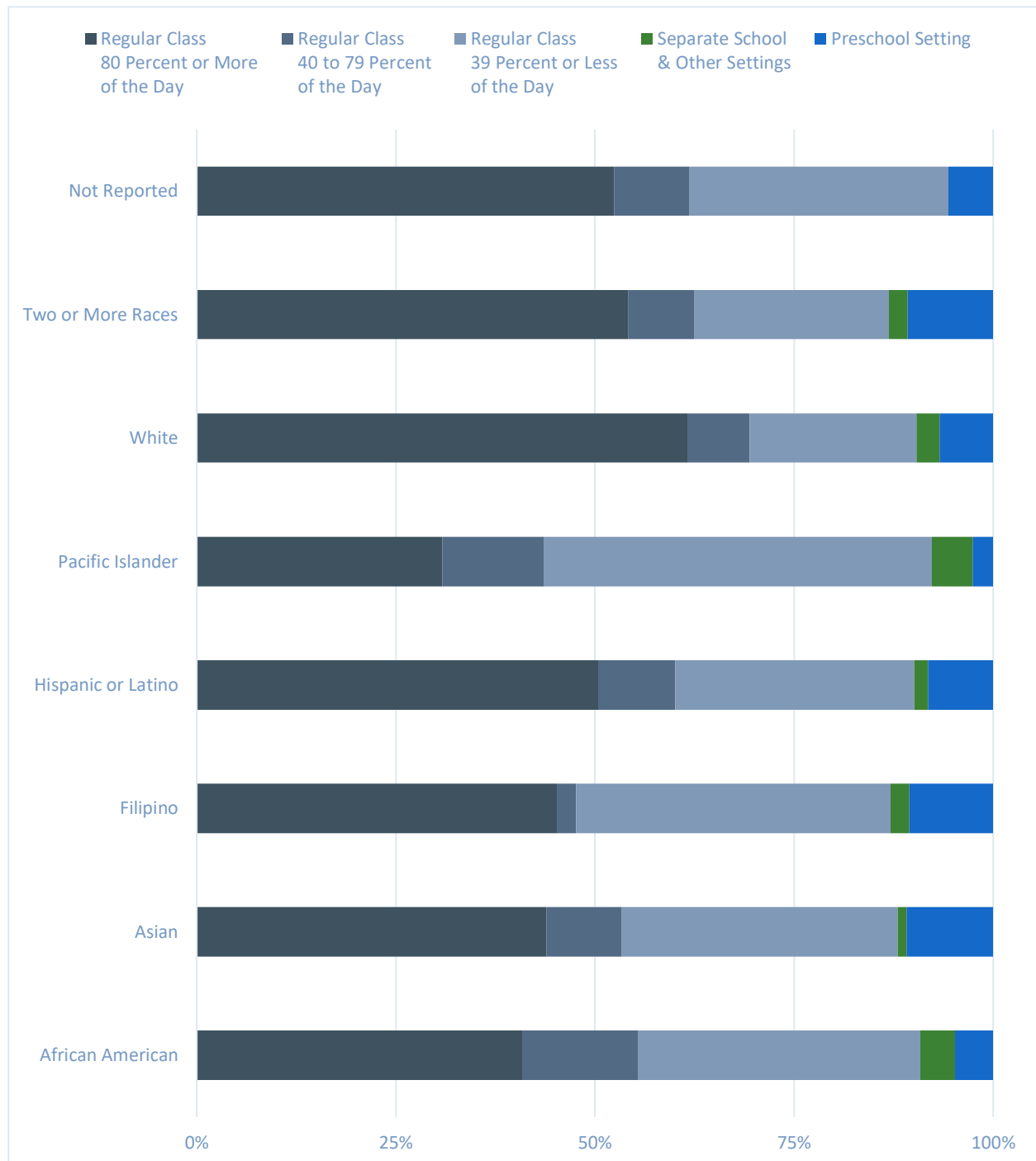
No.	Indicator	Rate	Target	Target Met?
1	Graduation Rate	63.32%	>76%	NO
2	Dropout Rate	3.76%	<9%	YES
3a	Assessment: ELA Participation Grade 4	98.07%	≥95%	YES
3a	Assessment: ELA Participation Grade 8	95.16%	≥95%	YES
3a	Assessment: ELA Participation Grade 11	93.51%	≥95%	NO
3a	Assessment: Math Participation Grade 4	98.07%	≥95%	YES
3a	Assessment: Math Participation Grade 8	95.50%	≥95%	YES
3a	Assessment: Math Participation Grade 11	92.86%	≥95%	NO
3b	Assessment: ELA Achievement Grade 4	12.89%	≥15%	NO
3b	Assessment: ELA Achievement Grade 8	7.20%	≥12%	NO
3b	Assessment: ELA Achievement Grade 11	9.23%	≥14%	NO
3b	Assessment: Math Achievement Grade 4	15.99%	≥15%	YES
3b	Assessment: Math Achievement Grade 8	3.59%	≥8%	NO
3b	Assessment: Math Achievement Grade 11	1.86%	≥8%	NO
3c	Assessment: ELA Alternate Grade 4	2.70%	≥15%	NO
3c	Assessment: ELA Alternate Grade 8	0.00%	≥10%	NO
3c	Assessment: ELA Alternate Grade 11	NC	≥14%	NA
3c	Assessment: Math Alternate Grade 4	0.00%	≥7%	NO
3c	Assessment: Math Alternate Grade 8	0.00%	≥8%	NO
3c	Assessment: Math Alternate Grade 11	NC	≥6%	NA
3d	Assessment: ELA Difference Grade 4	22.01%	<31%	YES
3d	Assessment: ELA Difference Grade 8	27.14%	<37%	YES
3d	Assessment: ELA Difference Grade 11	42.53%	<42%	NO
3d	Assessment: Math Difference Grade 4	17.08%	<25%	YES
3d	Assessment: Math Difference Grade 8	17.10%	<29%	YES
3d	Assessment: Math Difference Grade 11	21.33%	<27%	YES
4a	Discipline (>10 days) Rate *	83.61%	<2.28	YES
4b	Discipline (>10 days) Areas Disproportionate *	1	0	NO
5a	LRE Rate: In Regular Class more than 80%	52.78%	≥62%	NO
5b	LRE Rate: In Regular Class less than 40%	33.22%	<16.5%	NO
5c	LRE Rate: Separate Schools	2.06%	<3.0%	YES
6a	Preschool LRE: Regular Program	22.01%	≥43%	NO
6b	Preschool LRE: Separate Class	50.63%	<29%	NO
6c	Preschool LRE: Home	20.75%	<3.5%	NO

No.	Indicator	Rate	Target	Target Met?
7a	Positive Socio-Emotional Skills Substantially Increased	51.85%	≥78%	NO
7a	Positive Socio-Emotional Skills Functioning within age expectations	67.52%	≥78%	NO
7b	Acquisition of Knowledge/Skills Substantially Increased	57.89%	≥78%	NO
7b	Acquisition of Knowledge/Skills Functioning within age expectations	70.83%	≥78%	NO
7c	Use of Appropriate Behaviors Substantially Increased	59.21%	≥78%	NO
7c	Use of Appropriate Behaviors Functioning within age expectations	72.37%	≥78%	NO
8	Parent Involvement Rate	99.73%	≥96%	YES
9	Overall Disproportionality Areas	0	0	YES
10	Disproportionality by Disability Areas	1	0	NO
11	Rate of Eligibility Determined within 60 days	87.21%	100%	NO
12	Rate of Part C to Part B Students with Timely IEPs	55.22%	100%	NO
13	Rate of Students with Transition Goals/Services	90.23%	100%	NO
14a	Rate of Post School Outcomes: Higher Education	8.33%	≥57%	NO
14b	Competitive Employment or Higher Education	57.22%	≥78%	NO
14c	Any Employment or Education	98.33%	≥88%	YES

Appendix C. 2022-23 Special Education Enrollment by Program Setting

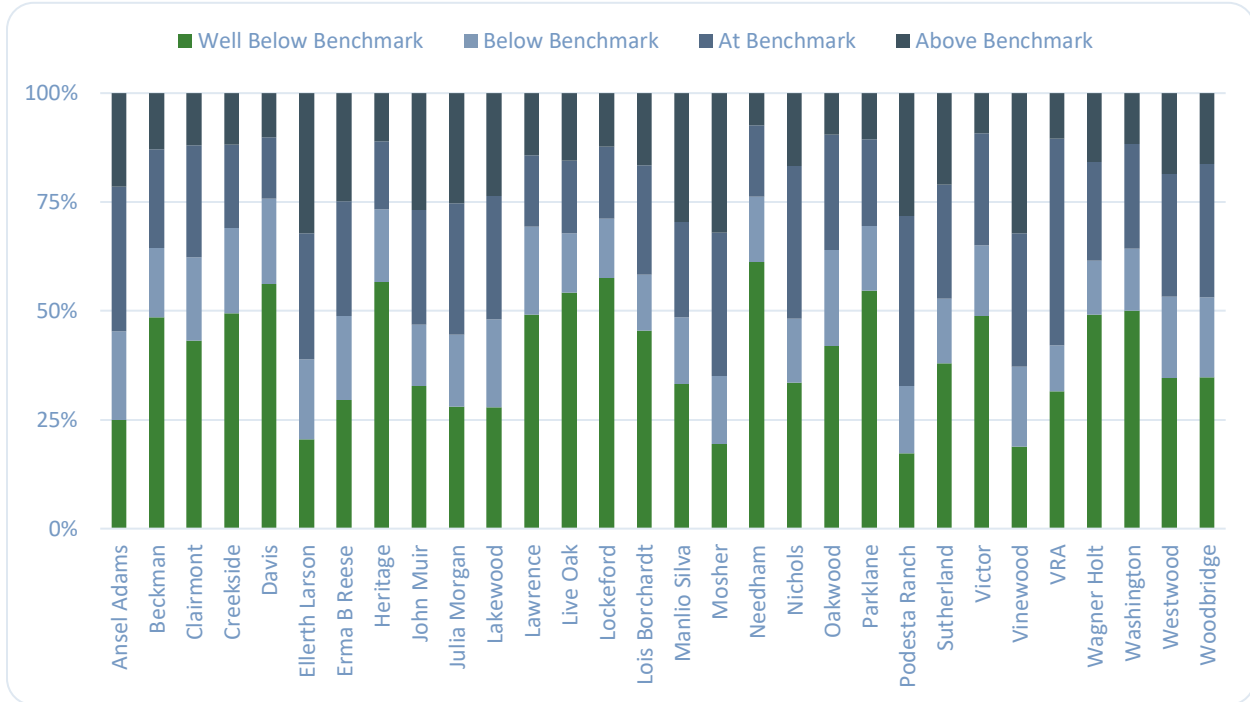


Appendix D. 2022-23 Special Education Program Setting by Student Group

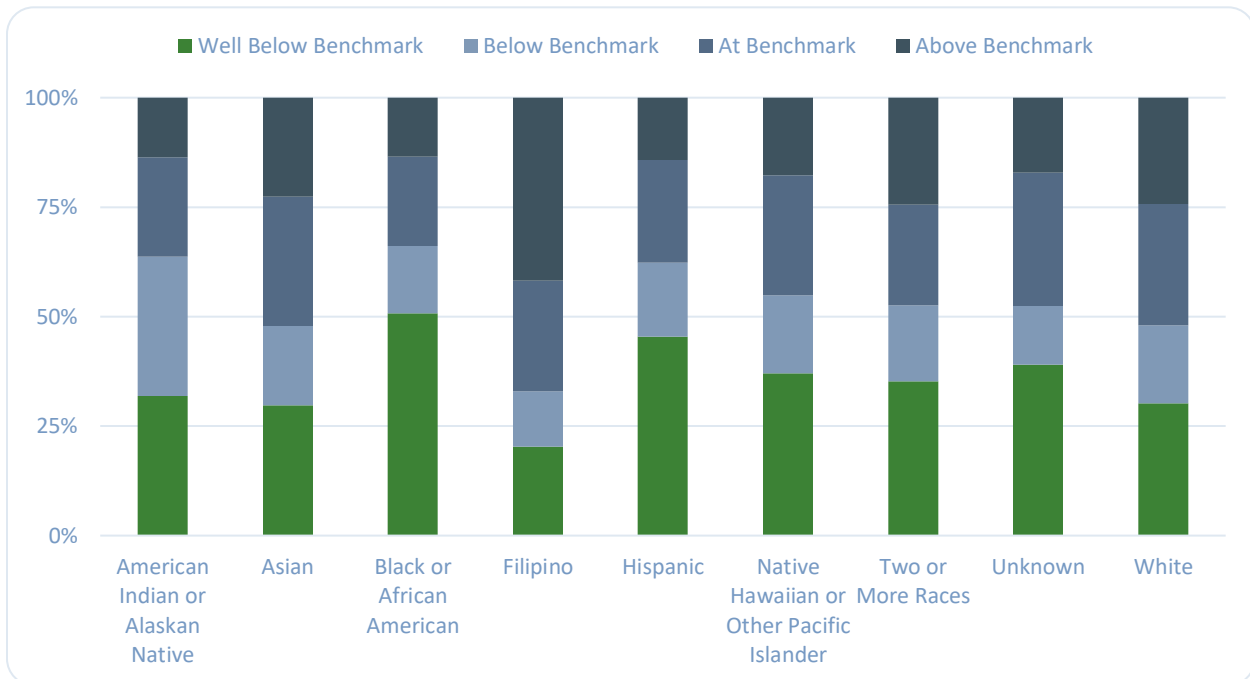


Appendix E. 2024-25 Lodi USD DIBELS Data

2024-25 MOY DIBELS Data by School

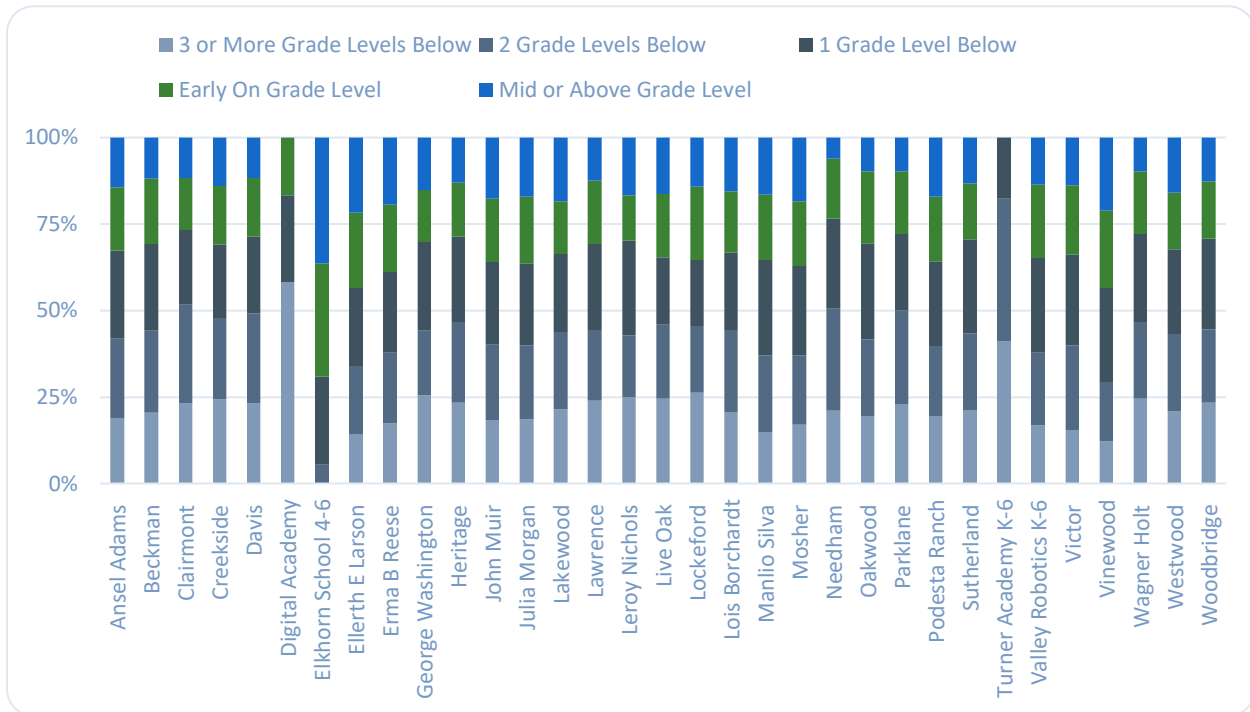


2024-25 MOY DIBELS Data by Student Group

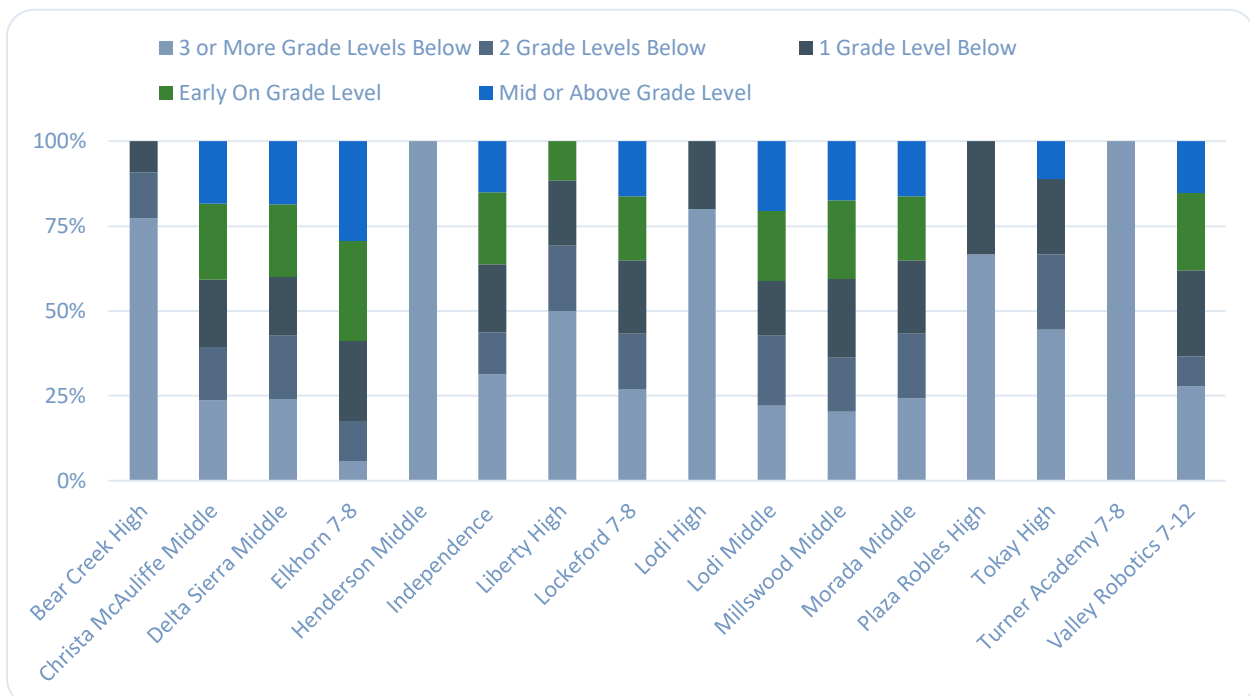


Appendix F. 2024-25 iReady Reading Data

2024-25 iReady Reading Data for Elementary Schools

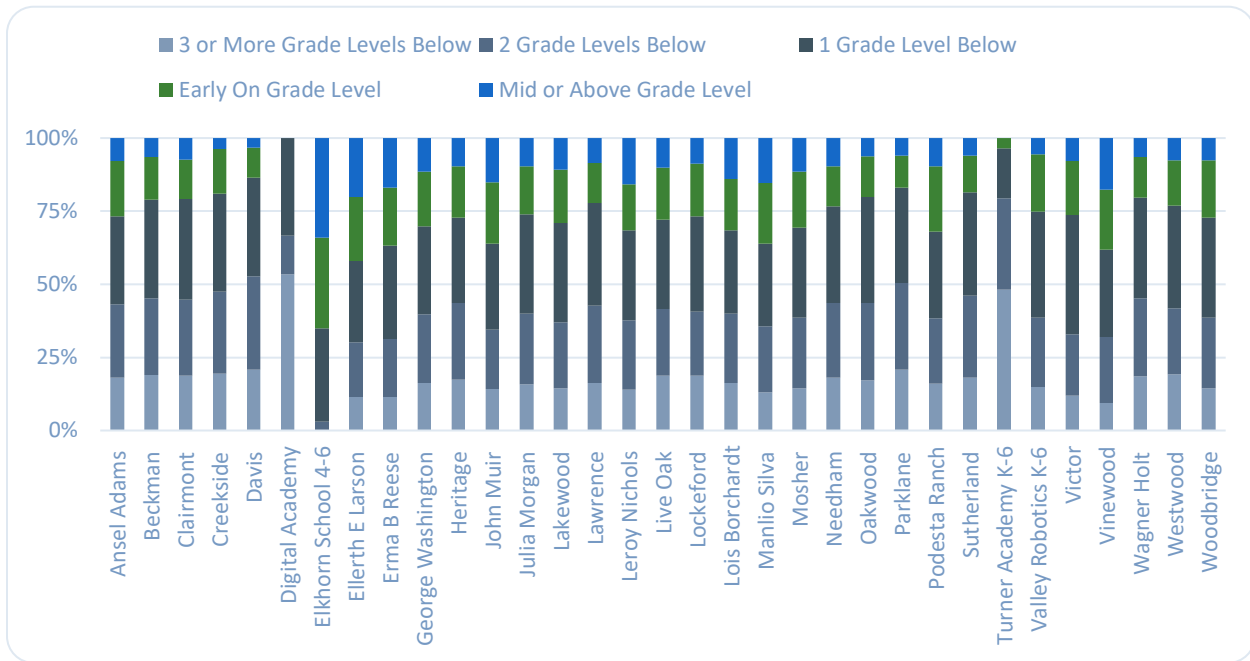


2024-25 iReady Reading Data for Middle and High Schools

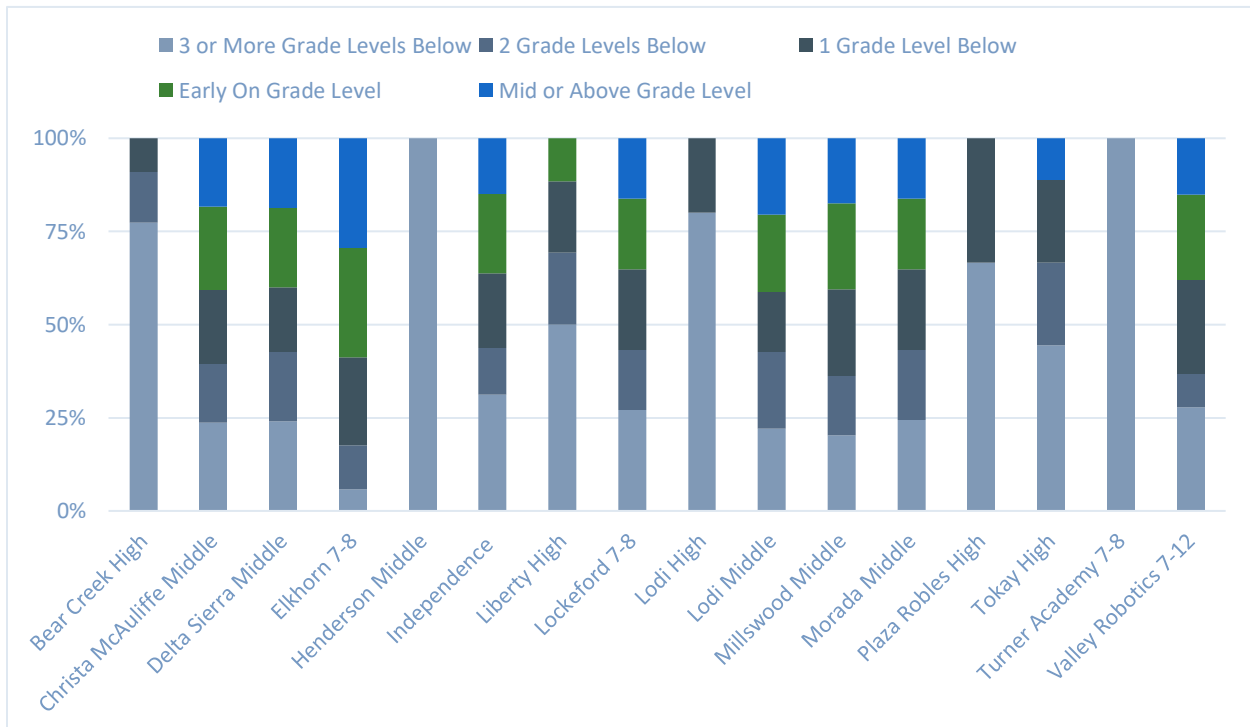


Appendix G. 2024-25 iReady Math Data

2024-25 iReady Math Data Elementary School



2024-25 iReady Math Data Middle and High Schools



Appendix H. District Leadership Interviews

The following outlines insights from interviews with district staff concerning gaps, programs in place, areas of progress, barrier, and decision-making within the school district. The purpose of the interviews was to ask a few questions to gather additional information from district leadership about Lodi schools, current supports, and possible needs that are not always obvious from looking at data sets. Overall, pockets of success were identified, including improvements related to early literacy and chronic absenteeism, but opportunity remains to build stronger and more cohesive programs driving toward common goals.

Needs and Gaps

The following identifies **needs and gaps** related to student success in ELA, math, and chronic absenteeism:

- **ELA interventions and instructional supports:** Staff described progress in reading and early literacy but noted additional interventions and instructional supports were needed for writing, speaking, and more advanced literacy concepts.
- **A comprehensive, coherent strategic plan:** Although staff indicated various plans existed, the need for an overarching and cohesive plan was noted by multiple staff to tie initiatives together and drive efforts toward a common vision for success.
- **Math teacher training and supports:** Staff were excited and optimistic about the elementary math curriculum adopted a few years ago, but noted teachers need additional training and support to realize the full potential of the curriculum.
- **Data Utilization:** Improved processes are needed for utilizing both qualitative and quantitative data to inform decision-making and resource allocation.
- **Collaboration Among Leaders and Teams:** Enhanced collaboration and communication is needed among leaders and teams identify redundancies, share successful strategies, and address gaps in student support and instruction.

Current Initiatives

The following outlines several initiatives already **in place or planned** to address the identified needs and gaps related to student success in ELA, math, and chronic absenteeism:

- **Professional Development:** Ongoing professional development is being provided to educators, emphasizing effective instructional strategies, although there are mixed

opinions about the quality and usefulness of professional development as well as what professional development opportunities are made available to educators.

- **Early Literacy Programs:** The Early Literacy Program was viewed as a strength and seen as helping improve reading skills among K-3 students.
- **Curriculum Updates:** New curriculum adoptions made in recent years and those in process are helping to bridge content gaps and provide differentiated resources for teachers to better meet student needs.
- **Parent Outreach Efforts:** The House system and increased staffing and resources allocated for parent outreach have improved engagement and attendance among families, helping address chronic absenteeism.
- **Site-Level Targeted Interventions:** Pockets of success were highlighted from some schools developing targeted intervention plans or trying innovative approaches to support students performing below expectations, particularly in foundational areas like literacy and math.

Current Progress and Drivers of Success

The following highlights several **areas of progress** in the focus areas of ELA, math, and chronic absenteeism, along with **key drivers for success**:

Areas of Progress

- **Attendance Enhancements:** Attendance rates have improved as a result of proactive practices, incentives, and increased parent outreach efforts, which helped foster a greater sense of community within schools among students and families.
- **Literacy Improvements:** Progress is being seen in ELA, especially early literacy due to the structured supports and consistent instructional practices, leading to better reading outcomes among students.
- **Sense of Belonging and Community:** Initiatives aimed at fostering a sense of community within schools have created supportive environments contributing to overall school improvement.
- **Data-Driven Decision Making:** The use of local assessments like DIBELS and iReady facilitated targeted support based on student performance data, allowing educators to address specific needs more effectively.

Drivers for Success

- **Coaching and Teacher Supports:** Changes in staffing allocations now allow for a fulltime ELA TOSA at each Title I school to offer coaching and other supports to classroom teachers.
- **Professional Development:** Ongoing professional development focused on best practices and alignment with district goals empowers educators to improve their instructional methods.
- **Stronger Leadership:** Effective and consistent leadership at both the district and school levels plays a crucial role in driving initiatives forward and ensuring accountability.
- **Data Use:** Using data to inform decisions allows for timely interventions and adjustments to help more effectively meet student needs.

Barriers to Success

The following identifies several significant **barriers to success** in ELA, math, and chronic absenteeism:

- **Lack of a Cohesive Strategic Plan:** The absence of a comprehensive, cohesive strategic plan is resulting in competing or unclear priorities and misunderstandings about how initiatives can work together.
- **Lack of Collaboration:** Limited collaboration and communication among district departments and between schools has resulted in redundancies, missed opportunities, and pockets of success.
- **Fixed Mindsets:** Some teachers and administrators maintain a deficit mindset regarding student capabilities, which leads to low expectations and reduced motivation among both educators and students, affecting overall performance.
- **Accountability and Data:** Some staff noted a few programs lack accountability and several do not collect the necessary data, particularly qualitative data, to determine the impact of the program and make informed decisions about its continuation or scaling across the district.
- **Geographic Spread and Unique School Cultures:** Interview participants noted the geographic spread of the district and the varying school cultures create a barrier as schools may need more tailored interventions to meet their diverse needs.
- **Administrative and Leadership Turnover:** High levels of turnover in recent years resulted in lost institutional knowledge, which in turn resulted in retrying previously failed efforts or limiting progress that was being made.

- **Lack of Vertical and Horizontal Alignment:** There is a lack of uniformity in effective instructional strategies across schools and across grade levels limiting student progress
- **Resource and Staffing Shortages:** Challenges in hiring and retaining qualified educators and support staff restrict the ability to provide consistent and effective interventions.

Decision Making on Interventions, Professional Development and Access to Resources

The following outlines several perspectives on how **decisions regarding interventions, professional development, and access to limited resources are made** within the district:

- **Centralized vs. Site-Based Decisions:** There is a mix of centralized decision-making at the district level and site-based autonomy. For example, while some interventions are determined centrally, individual schools may have the flexibility to tailor their approaches based on specific needs and contexts.
- **Departmental Decision-Making:** Interview respondents noted decisions were often made at a department level, which sometimes conflicted with other departments' decisions due to a lack of collaboration and communication.
- **Data-Driven Decision Making:** Although some respondents reported using data to inform decisions, it was noted that not all decisions are consistently data-driven and some choices may be influenced by anecdotal evidence, those with stronger relationships, or those with louder voices.

Current Data and Additional Data Needs

The following outlines several types of **data currently used to make decisions** regarding interventions, professional development, and resource allocation, as well as additional data that would be beneficial:

Data Currently Used

- **State Assessment Data:** This includes standardized test scores such as CAASPP (California Assessment of Student Performance and Progress) which provide insights into overall student performance on statewide assessments.
- **Local Assessment Data:** Tools like DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and iReady are utilized to assess student progress in literacy and math, helping identify specific areas where students may need support.

- **Attendance Data:** Chronic absenteeism rates and attendance records are analyzed to understand patterns and inform strategies for improving student engagement and increasing attendance.
- **Suspension and Behavior Data:** Information on student behavior, including suspension rates, is reviewed to address disciplinary issues and their impact on learning.
- **Good Data:** Several interview respondents noted the district had access to a lot of good data, which was both helpful in making decisions but could also be overwhelming for some people.

Additional Data That Would Be Helpful

- **Qualitative Data:** More structured qualitative data, such as interviews or focus groups with teachers and students could provide deeper insights into the effectiveness of interventions and professional development.
- **Longitudinal Data:** Tracking individual student progress over time would help in understanding the long-term impact of interventions and instructional strategies.
- **Feedback on Professional Development:** Gathering data regarding the perceived effectiveness of professional development sessions from participants would help refine future training offerings.
- **Parent and Community Input:** Collecting data from families about their experiences and perceptions of school support could inform strategies for increasing family engagement and addressing barriers to attendance.

By expanding the types of data collected and analyzed, the district could make more informed decisions that better address the needs of all students.

Other Departments or Interest Groups to Include

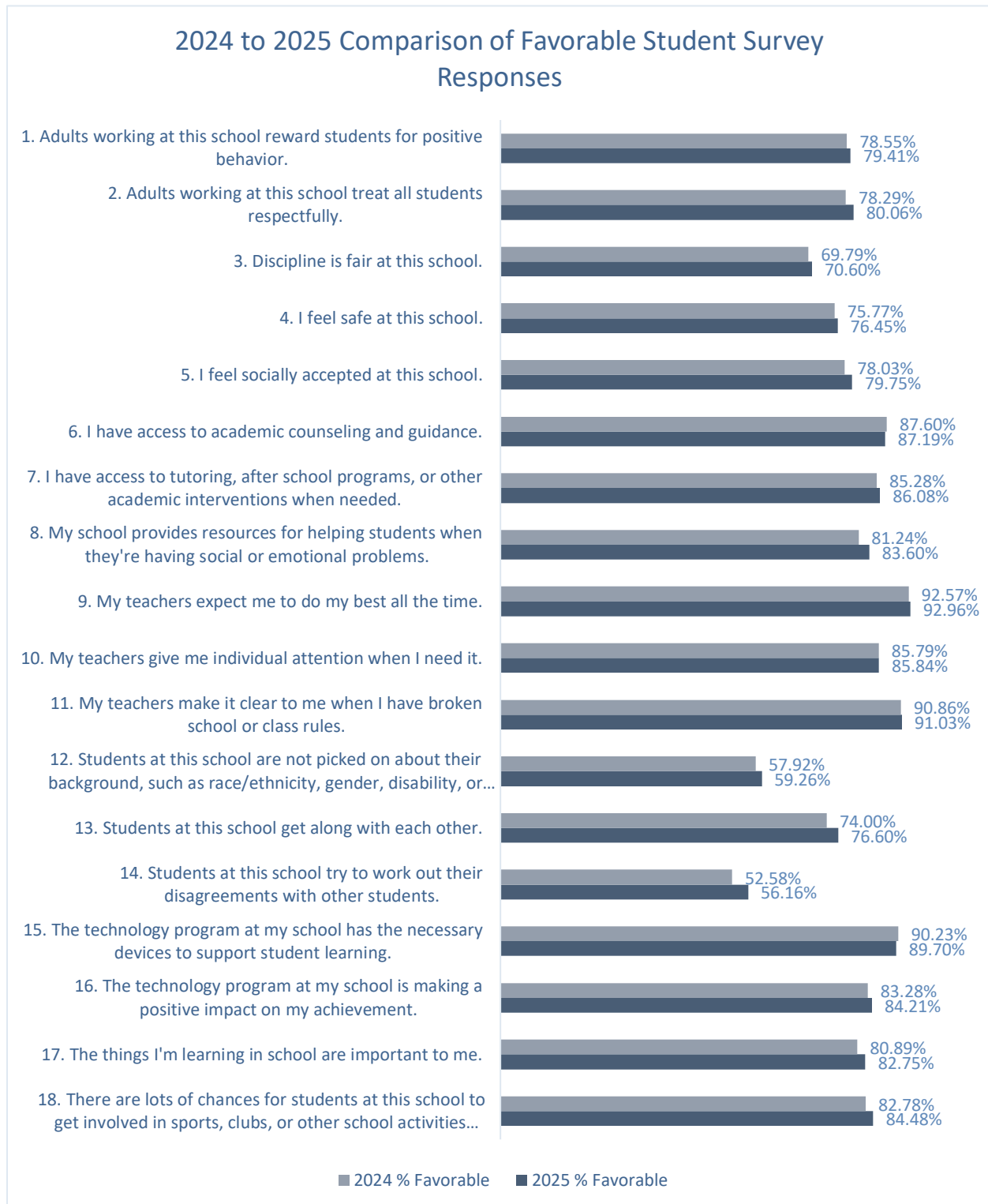
The following suggests several **departments and other interest groups that could be included in the needs assessment process** to ensure a comprehensive understanding of the challenges and opportunities within the district:

- **Site Principals:** Engaging school principals is crucial as they have firsthand knowledge of their school's specific needs, challenges, and successes.
- **Teachers:** Including teachers from various grade levels and subject areas can provide valuable insights into classroom practices, student engagement, and instructional effectiveness.
- **Community Liaison or Family Engagement Coordinators:** Their involvement can enhance communication between schools and families, ensuring that community perspectives are considered.

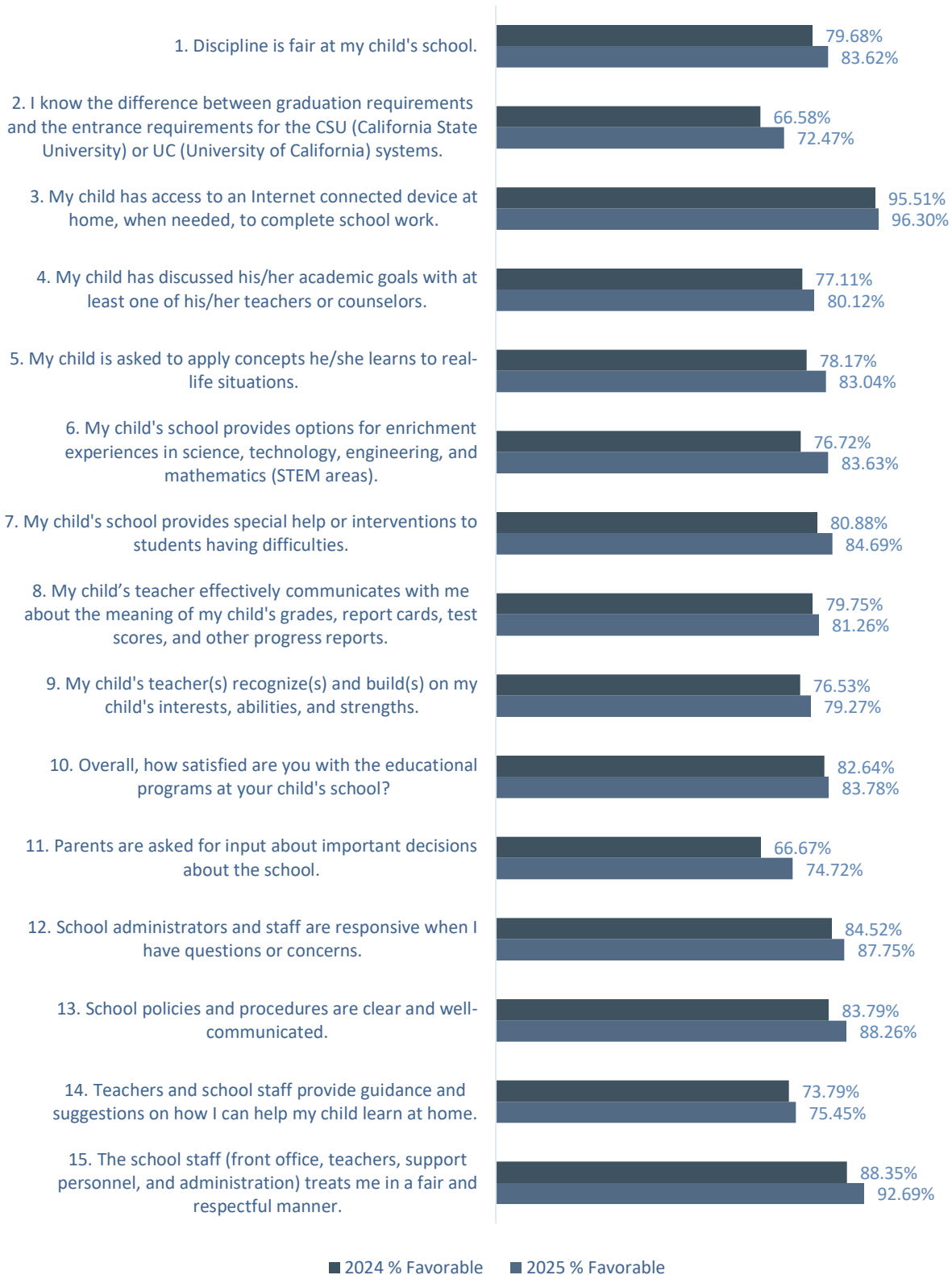
- **Local Community Organizations:** Partnerships with local organizations can provide additional resources and support for students and families, particularly in underserved areas.

By involving these groups, the needs assessment process can capture a holistic view of the educational landscape, leading to more effective strategies and interventions tailored to the diverse needs of students.

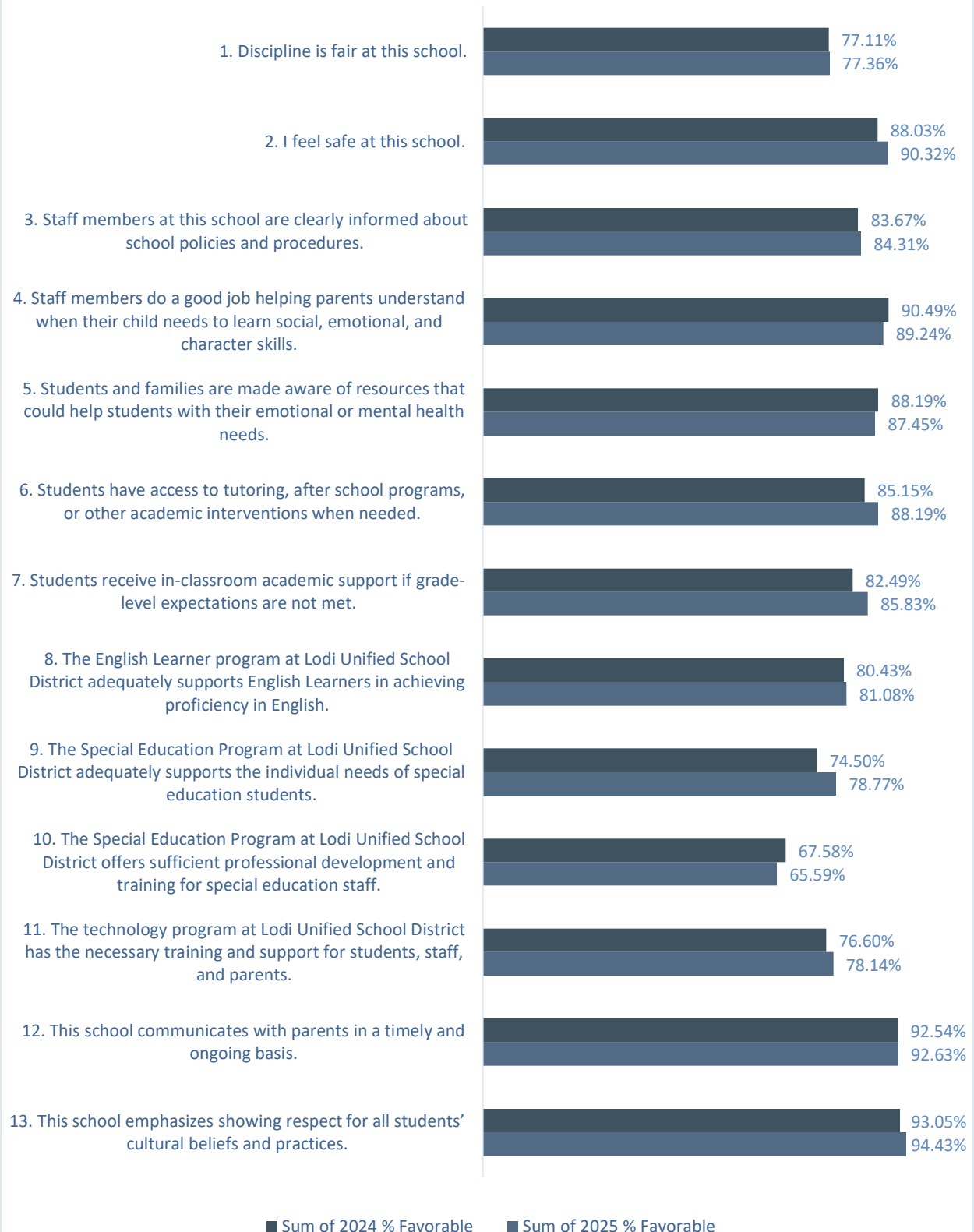
Appendix I. Comparison of Survey Responses



2024 to 2025 Comparison of Favorable Parent Survey Responses



2024 to 2025 Comparison of Favorable Staff Survey Responses



Appendix J. LREBG Program Information

The Learning Recovery Emergency Block Grant (LREBG) provides one-time funds to county offices of education (COEs), school districts, and charter schools for learning recovery initiatives through the 2027–28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being.

Program Description

The LREBG was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being.

The LREBG allocates \$6,800,050,000 to LEAs, including COEs, school districts, and charter schools beginning in Fiscal Year (FY) 2022–23 through FY 2027–28.

Allowable Uses of Funds

Pursuant to [EC Section 32526\(c\)\(2\)\(A-F\)](#), funds received for the LREBG shall only be expended for the following purposes:

- A. Instructional learning time for the **2022–23 through 2027–28** school years by:
 - i. **increasing the number of instructional days or minutes** provided during the school year,
 - ii. providing **summer school or intersessional instructional programs**, or taking any **other evidence-based action** that **increases or stabilizes the amount of instructional time or services** provided to pupils, or **decreases or stabilizes staff-to-pupil ratios**, based on pupil learning needs.
- B. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
 - i. **Tutoring or other one-on-one or small group learning supports** provided by certificated or classified staff.
 - ii. **Learning recovery programs and materials** designed to accelerate pupil academic proficiency or English language proficiency, or both.
 - iii. Providing **early intervention and literacy programs for pupils in preschool to grade 3**, inclusive, including, but not limited to, **school library access**.

- iv. Supporting **expanded learning opportunity program services** pursuant to Section 46120.
- v. Providing **instruction and services** consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.
- vi. Providing **professional development and coaching** on either or both of the following:
 - I. The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
 - II. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.
- C. Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the **provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs**.
- D. **Access to instruction for credit-deficient pupils** to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
- E. Additional academic services for pupils, such as **diagnostic, progress monitoring, and benchmark assessments** of pupil learning.
- F. **Conducting the needs assessment** pursuant to subdivision (d).

