

## Local Performance Indicator Guide & Template 2021

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. Under the Local Control Funding Formula (LCFF), and LEA is defined as school districts, county office of education and charter schools. Local Indicators do not apply to individual schools or student groups. The approved performance standards require a LEA to:

- Annually measure progress on the local performance indicator based on locally available data.
- Report results at a regularly scheduled public meeting of the local governing board.
- Report results to the public through the Dashboard.

This document identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

### **Note:**

The local indicator standards adopted by the SBE in January 2020 remain unchanged and must be considered when developing the 2021–22 through 2023–24 three-year LCAP.

### **Resources:**

- Local Indicators  
<https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>

Lodi Unified Local Indicator Report, 2020-21

## Performance Standards

The performance standards for the local performance indicators are:

### ***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### ***Implementation of State Academic Standards (LCFF Priority 2)***

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***Parent and Family Engagement (LCFF Priority 3)***

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***School Climate (LCFF Priority 6)***

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### ***Access to a Broad Course of Study (LCFF Priority 7)***

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the

results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

***Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)***

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

***Coordination of Services for Foster Youth – County Office of Education (COE) Only (LCFF Priority 10)***

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

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## Priority 1 Basics

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*Appropriately assigned teachers*

*Access to textbooks*

*Adequate facilities*

LEAs will provide the information below:

Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions.

20 teacher misassignments for EL students, 29 total misassignments, and 12 vacancies.

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

Sufficient textbooks or instructional materials were provided to each student, including English learners that are aligned to the academic content standards.

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

All facilities were reported to be in good repair or were made to be in good repair following a work order. No facilities were reported deficient or extreme deficient.

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

### **Criteria:**

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities

### **Dashboard Narrative Box (Limited to 1500 characters)**

No additional information needed.

Date taken to local governing board:

June 15, 2021

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## Priority 2: Implementation of State Academic Standards

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*Progress on implementing the standards for all content areas*

LEAs will report progress on Implementation of state academic standards in **one of two ways**:

***OPTION 1: Narrative Summary (Limited to 3,000 characters)***

In the narrative box provided on the Dashboard, enter the LEA response that addresses the following prompts:

- Identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board.
- Briefly describe why the LEA chose the selected measures or tools.
- Summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools.
- The adopted academic standards are:
  - English Language Arts (ELA) – Common Core State Standards for ELA
  - English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
  - Mathematics – Common Core State Standards for Mathematics
  - Next Generation Science Standards
  - History-Social Science
  - Career Technical Education
  - Health Education Content Standards
  - Physical Education Model Content Standards
  - Visual and Performing Arts
  - World Language

**Dashboard Narrative Box (Limited to 3000 characters)**

Using option 2.

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

- 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

- 2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

#### **Other Adopted Academic Standards**

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

**Support for Teachers and Administrators**

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

**Criteria:**

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

**Dashboard Narrative Box (Limited to 1500 characters)**

No additional information needed.

Date taken to local governing board:

June 15, 2021



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### Priority 3: Parent and Family Engagement

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*Seeking input from parents in decision making*  
*Promoting parental participation in programs*

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Building Relationships**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Building Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

**Dashboard Narrative Box (Limited to 3,000 characters)**

Examining the results from district’s parent survey, LUSD has found strong support for building relationships with our parents. 90.0% of our parent/guardians indicated they felt treated fairly and respectfully, and 87.7% feel welcomed at sites and the District Office. 90.3% indicated the school showed respect for all races, ethnic groups, and cultures. 89.5% indicated the district encourages and ensures that parents are knowledgeable about meetings, seeks input from parents (76.8%), answers questions (86.4%), and encourages involvement in school activities and decision-making (83.5%). Communications are provided in parents’ primary languages for the groups which represent 15% or more of the district’s total population. Communication is provided in other languages when possible. Care is taken to make the language understandable and accessible to families. In addition to traditional forms of communication, i.e. flyers and newsletters, the district uses several new applications to support two-way communication with parents. Some examples include email, PeachJar notifications, and Aeries parent

portal. The district is working hard to improve the engagement of our underrepresented families through activities such as Parenting Partners, Jump Into English, and Parent Project.

**Building Partnerships for Student Outcomes**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.				4	
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

**Dashboard Narrative Box (Limited to 3,000 characters)**

81.6% of our parents/guardians indicated on the parent survey that the district communicates and partners well with parents on supporting student outcomes. The district supports parents in the knowledge of their rights and advocating for their students through the site and district committees, SSC, SAC, ELAC, DELAC and LCAP. The district is in the third year of implementation of Parenting Partners. Parents and staff work together to provide classes to other parents at each school site. Sites offer these classes at least twice a year. Workshops cover Positive Parenting- Success Starts at Home, Creating Confident Kids, Communications that Works, Creating Structure for Achievement, Discipline- Practice for Success, and What Children and Teens Need to Succeed. Our English learner parents have

requested classes on learning English. We have been very successful with Jump Into English. This program continues to grow by parent request. We have also provided a Trainer of Trainer series of Parent Project, which is geared towards high school students that are challenged by their lack of school attendance. In addition, teachers and parents meet at least once a year to discuss every student in their class and share strategies parents can use to help support their child in all academic content areas and other areas. While parents responded positively regarding building relationships and supporting parents, there appears to be more work can be done in this area.

**Seeking Input for Decision Making**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

**Dashboard Narrative Box (Limited to 3000 characters)**

Parents are encouraged to participate in site and district level advisory committees such as SAC, SSC, DELAC, ELAC and parent surveys. Parents are asked to provide input and recommendations on the Parent Compact and Parent Involvement Policy at both the site and district level. The district, along with parents, uses the district level committee as a vehicle to communicate successes and challenges parents encounter at the site or district office. Jump Into English workshops are another way the district encourages and provides parents with information on district policies and encourages their input. Workshops cover Positive Parenting- Success Starts at Home, Creating Confident Kids, Communications that Works, Creating Structure for Achievement, Discipline-Practice for Success, and What Children and Teens Need to Succeed. Parent Project provides highly effective, affordable strategies for parents raising difficult or out of control children. Its mission is to change destructive adolescent behavior.

Date taken to local governing board:

June 15, 2021

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## Priority 6: School Climate

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### *Perceptions of school safety and connectedness*

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

#### **Dashboard Narrative Box (Limited to 3000 characters)**

The 2018-19 Lodi Unified School District School Climate Survey was taken by 9,598 students, representing 48 school sites in grades 4-12 with an approximately equal distribution across all grade levels. The survey was comprised of 44 questions on a four-point agreement scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). The survey was designed to address the National School Climate Center's characteristics of a positive school climate as follows:

Norms, values, and expectations that support people feeling socially, emotionally, physically safe.

- People are engaged and respected.
- Students, families, and educators work together to develop and contribute to a shared school vision.
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school and care of the physical environment.

School Safety: 86.9% of the students agree or strongly agree that they feel safe at school. This is supported in part by questions addressing students' perceptions of their peers. For example, 68.1% of the students disagree or strongly disagree that they are often bullied. 78.8% disagree or strongly disagree that students threaten to hurt each other, and steal, damage or destroy other students' property (77.8%). 65.5% of the students disagree or strongly disagree that they fight a lot.

School Connectedness: 82.3% of the students agree or strongly agree that they feel what they are learning is important to them, and 85.3% agree or strongly agree that there are opportunities to become involved in activities outside of class. 84.0% agree or strongly agree that they feel socially accepted at school. 92.1% of the students agree or strongly agree that their teachers care about them, and 85.8% agree or strongly agree that their teachers treat them respectfully. 84.9% of the students agree or strongly agree that, administrators discipline students of different ethnicities fairly. Note: These results must be tempered by the fact that for much of the 2020-21 year, most students were not on campus.

In today's environment of constant news along with social media, it is difficult to reassure staff and students of their safety. While 86.9% of students feel safe at school, there is always room for improvement. The district will continue to provide and possibly increase Campus Supervisors on secondary 7-12 campuses. In addition, physical security measures will continue to be put in places, such as alarms, cameras, and fencing. The district will continue to support School Resource Officers to service our campuses. Site Leadership teams have received training on PBIS and are developing and implementing strategies to help promote a bully-free environment.

This year the district participated in "See Something, Say Something" from Sandy Hook. All administrators participated in a two-hour presentation and training. "See Something, Say Something" is to be implemented at their school sites.

**Criteria:**

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

**Dashboard Narrative Box (Limited to 1500 characters)**

Insert Narrative here

Date taken to local governing board:

June 15, 2021

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## Priority 7: Access to a Broad Course of Study

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*Progress in the extent to which students have access to, and are enrolled in, a broad course of study.*

*Includes the adopted courses of study specified in Ed Code, including programs and services for unduplicated students and individuals with exceptional needs.*

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

### **Narrative (Limited to 3000 characters)**

We annually review each graduation class course enrollment pattern using the student information system (Aeries) to ensure that all students have access to a broad course of study. This access is based on these enrollment patterns for students overall, as well as Low Income, English Learners, and Special Education students.

Due to the low enrollment totals and enrollment mobility, Foster/Homeless course enrollment is difficult to determine due to course section description in which those students are grouped. Mobility is high resulting in very limited transcript and course pattern information. More investigation is needed to determine more appropriate tracking for this student group.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

### **Narrative (Limited to 3000 characters)**

Based on the annual review for the class of 2020, the following information is provided:

Students are required to take four (4) years of English, two (2) years of math and science and three (3) years of history/social science in core classes over their four years in high school. Students are encouraged to take an additional year of math and science to meet entrance requirements beyond the community college.

97% of the students were enrolled in English for all four years.

97% of the students were enrolled in a math class during their freshman and sophomore year. 88% of juniors and 61% of seniors took a third and fourth year of



math.

88% of students took science in 9th and 10th grade. 62% of students took a 3rd year of science, and more than 21% took a fourth year of science.

Students are required to take three years of history/social science (10th, 11th, 12th grades). 94% of students in those grades are enrolled in a history/social science course. Though the requirement does not begin until 10th grade, 66% of freshman were enrolled in a history/social science class.

98% of Low Income students, and 93% of English Learner and Special Education students were enrolled in English for all four years.

54% of Low Income students, 49% of English Learner students, and 45% of Special Education students were enrolled in math for all four years.

93% of Low Income students enrolled for at least two years of science, and 20% were enrolled for four years. 87% of English Learner students were enrolled for at least two years of science, and 16% were enrolled four years. Finally, 78% of Special Education students enrolled for at least two years of science courses with 9% enrolled for four years.

93% of Low Income students were enrolled for at least three years in History/Social Science, with 79% of English Learner students and 64% of Special Education students enrolled for at least three years.

Overall enrollment patterns for among the student groups in the class of 2020 were very similar to the prior year, with typically a one percentage change increase or decrease. No significant changes were seen.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

### **Narrative (Limited to 3000 characters)**

The parent survey has identified that some parents are not fully apprised of the broad course of study and its important to their children, impacting support for enrollment. Preparing and introducing students to the idea of going into a trade or attending college must begin well before high school.

In addition to the above, there are a variety of other structural reasons why students are not enrolling in core content courses. First, English learners are required to enroll in an English Language Development (ELD) course until they are reclassified as Fluent English. Having specific prerequisites, such as ELD, limits and potentially eliminates a student's ability to enroll in core academic courses. One of the district goals is to reclassify students as Fluent English by the end of sixth grade, if possible. This would allow students the ability to have greater flexibility in their schedule and more options to take core content courses along with electives.

Attendance can also be an issue. If students don't value or see the merit in attending school, they often choose to not attend class. Many times our Foster Youth or Homeless students want to be in attendance; however, their situation makes it very difficult to follow through.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

**Narrative (Limited to 3000 characters)**

The district is in the process of moving Special Education students from a Certificate Pathway to a Diploma Pathway for those who are capable. This will allow our SDC students to enroll in grade level content courses and graduate with a diploma. This transition began last year. It will take several years to see the full effect of this change. 23% of our parents indicated there is a need for additional staff, teachers, and paraprofessionals to support the needs of Special Education students. This will diminish over the next several years as the process is fully implemented.

Lodi USD's Lincoln Technical Academy promotes two open houses a year, inviting the community and students to learn more about the programs available to 11th and 12th grade students. Elementary school sites offer parenting workshops on how to help their child with math and English at home. Middle school administrators and counselors offer college nights to share with parents what their child needs to accomplish in high school in order to graduate. Each quarter teachers are required to complete a monitoring form on each child who is a Homeless or Foster Youth student. This form is designed to help teachers identify challenges (academics, attendance or other challenges) early on and develop a plan to overcome those challenges. Credit recovery is provided to students who fail a class during the school year and during summer. After school intervention in language, literacy, and mathematics is provided to students. This allows students to enroll in additional core content classes. Professional development is provided to teachers on effective strategies to promote English Language Development (ELD) for English learners. Professional training for Integrated, Designated ELD, and differentiated instruction is provided to all teachers. Once a quarter, the Assessment, Research, and Evaluation Department provides a list to each site administrator of all English learners who meet the reclassification criteria. Professional development in AVID-like strategies for grades 4-12 is provided to teachers who use those strategies in their classroom with all students.

College/Career Night is planned for fall, 2021.