

## **Local Performance Indicator Quick Guide**

The California 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.

### **Performance Standards**

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

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

## Local Indicators

The local indicators address the following state priority areas:

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/body at the same public meeting at which the LCAP is adopted and reports to educational partners 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/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners 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/body at the same public meeting at which the LCAP is adopted and reports to educational partners 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/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – 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/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

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

0 (0%)

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

0 (0%)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1).

Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

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

In the narrative box provided on the Dashboard, 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 and briefly describe why the LEA chose the selected measures or tools.

Additionally, 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

**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					5
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				4	
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	

**Optional Narrative (Limited to 1,500 characters)**

- 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

**Parental Involvement and Family Engagement (LCFF Priority 3)**

**Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their



continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

### **Sections of the Self-Reflection Tool**

#### **Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
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

### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

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, Smore Newsletters, and Aeries parent portal.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The District continues to abide by its communication plan, which is posted online. The purpose of the plan is to present a clear and concise framework for engaging and communicating with both external and internal audiences within the school communities, incorporating new social media channels to reach the public.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified

during the self-reflection process in relation to Building Relationships Between School Staff and Families.

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. School sites are seeing improved parent involvement in site-based activities, such as the District English Learner Advisory Committee, School Site Council, and other similar site meetings. District staff is working collaboratively with site staff to encourage those parents to participate in district-level parent involvement opportunities. Foster Youth/ Homeless liaisons work with those community groups to maintain positive relationships with these families. The English Learner Department has been working with families whose primary language is not English to foster and develop relationships with these families. The district is also currently implementing Comprehensive Coordinated Early Intervening Services (CCEIS) plan to strengthen relationships with its African American communities.

## **Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
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

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district supports parents in the knowledge of their rights and advocating for their students through the site and district committees, School Site Council (SSC), Student Advisory Committee (SAC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC) and Local Control Accountability Plan (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. Workshop topics include 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. English learner parents have requested classes on learning English. The district has been very successful with Jump Into English. This program continues to grow by parent request. The district has 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.

2. Based on the analysis of educational partner input and local data, briefly describe

the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The district has redesigned its administrative structure and hired additional staff to support the facilitation of committee meetings such SAC, SSC, DELAC, ELAC mentioned previously. The district has reorganized into two regions to better serve the communities, which involves the increase in staffing to better meet the needs of the school sites and the families they serve in those regions.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The district has begun its implementation of locally developed data visualizations allowing district and site administrators the ability to easily disaggregate student enrollment into various groups to better address specific needs of underrepresented students and communicate accordingly to parent/guardians of those specific groups as needed. Foster Youth/ Homeless liaisons work with those community groups to maintain positive relationships with these families. The English Learner Department has been working with families whose primary language is not English to foster and develop relationships with these families. The district is also currently implementing Comprehensive Coordinated Early Intervening Services (CCEIS) plan to rebuild relationships with its African American communities.

### **Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
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

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parents are encouraged to participate in site and district level advisory committees such as School Site Council (SSC), Student Advisory Committee (SAC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC) and its yearly School Climate Parent Survey for parent/guardians of all students in grades TK/K-12. 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. Workshop topics include 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 children with challenging behavioral issues. Its mission is to change destructive adolescent behavior.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district has redesigned its administrative structure and hired additional staff to support the facilitation of committee meetings such SAC, SSC, DELAC, ELAC mentioned previously. The district has reorganized into two regions to better serve the communities, which involves increases in staffing to better meet the needs of the school sites and the families they serve in those regions.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The district also continues utilizing technology such as Blackboard Connect to target communication to specific groups as needed, as well as the ThoughtExchange program which facilitates online community forums for qualitative input. Foster Youth/ Homeless liaisons work with those community groups to maintain positive relationships with these families. The English Learner Department has been working with families whose primary language is not English to foster and develop relationships with these families. The district is also currently implementing Comprehensive Coordinated Early Intervening Services (CCEIS) plan to rebuild relationships with its African American communities.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:



- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The 2023-24 Lodi USD School Climate Survey was administered to 9,000 students in grades 4-12. The survey was comprised of 18 questions on a four-point agreement scale (Strongly Agree, Agree, Disagree, and Strongly Disagree) and one open-ended item to provide additional comments. Examining the results from survey, 81.2% of the students responded positively (Strongly Agree, Agree) regarding school connectedness and 75.8% regarding safety. Many students expressed positive sentiments about their school experience. They praised the welcoming environment, the kindness of teachers, and the sense of safety they felt. Some students also mentioned enjoying the academic and extracurricular activities offered by the school. On the other hand, some students reported negative experiences. These included instances of bullying, racism, and unfair treatment by teachers. Some students also expressed dissatisfaction with the school's facilities, rules, and the quality of food served. Despite their differing experiences, students expressed a desire for improvement in their school environment. This included suggestions for changes in teacher behavior, better facilities, more extracurricular activities, and measures to prevent bullying and racism. Site administrators continue to implement PBIS and integrate strategies to help promote a bully-free environment. "See Something, Say Something" program continues to be implemented at school sites.

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

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. (response limited to 1,500 characters)

Course enrollment patterns are analyzed yearly using the student information system (Aeries) to ensure that all students have access to a broad course of study. Data from Aeries in combination with grades and assessment information are also analyzed to develop English and math placement recommendations for all incoming 7th - 9th grades.

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. (response limited to 1,500 characters)

Based on the structure of self-contained classrooms in grades TK-6, which includes all academic subjects, students have access to a broad course of study. Middle and high school students continue to receive access in subject specific content area courses, including English, math, science, history/social science, world languages, PE, and electives. High school students have access to a broad course of study as outlined in the course catalog, approved yearly by the Lodi USD Board. These courses include dual enrollment for obtaining college credit, Visual and Performing Arts (VAPA), Career and Technical Education (CTE), Advanced Placement (AP), as well as required English, math, science, history./social science, foreign language, and elective offerings that provide opportunities for students to meet the UC/CSU graduation requirements.

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. (response limited to 1,500 characters)

There are a variety of structural reasons why some students are not enrolling in core content courses. 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 reduces a student's ability to enroll in core academic courses as outlined in the student's Individual Education Plan (IEP). Access to the requisite courses for graduation is also challenge for Special Education students due to the differing supports and needs. The impact of economic, social, and high mobility issues can have a strong impact on attendance for Foster Youth students, as well as students who experience homelessness.

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? (response limited to 1,500 characters)

The district continues to support the Certificate Pathway and a Diploma Pathway for Special Education students. This allows our SDC students to enroll in grade level content courses and graduate with a diploma. The district is using the Ellevation program to monitor the progress of English Language Learners, which has improved targeted support and the reclassification of students into the general education population so that they can take more electives. Each quarter teachers are also required to complete a monitoring form for 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. 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 to graduate. 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.