

# Lodi USD Local Priority Indicator Data Review for the California School Dashboard

Educational Services Department

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# LCFF Indicators:

- Local Indicators
  - Basics: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities *(LCFF Priority 1)*
  - Implementation of State Academic Standards *(LCFF Priority 2)*
  - Parent and Family Engagement *(LCFF Priority 3)*
  - School Climate *(LCFF Priority 6)*
  - Access to a Broad Course of Study *(LCFF Priority 7)*
- State Indicators
  - *(LCFF Priority 4)* Student Achievement
  - *(LCFF Priority 5)* Student Engagement
  - *(LCFF Priority 8)* Student Outcomes

# Background: Local Indicator Metrics

## 1. District LCFF Reflection Tool

*Rating Scale (lowest to highest):*

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

## 2. District LCFF Dashboard Narratives

## 3. Dashboard Performance Levels

- Met
- Did Not Meet
- Did Not Meet for Two Years
- *Performance levels are reported on the California Dashboard.*
- *To qualify for “Met” a summary of the survey ratings and narratives must be presented to the district’s Board.*

# Priorities 1 & 2: Basics & Academic Standards

- Priority 1 (pg. 4):
  - Sufficient textbooks or instructional materials were provided to each student.
  - All facilities were reported to be in good repair.
- Priority 2 (pp. 5-8):
  - Except for one 4 rating, all categories related to professional learning and instructional materials availability were rated as 5.
  - Except for one 3 rating, all categories related to identifying areas of instructional improvement, implementing academic standards, and engagement activities with administrators and teachers were rated as 4.

# Priorities 3 & 6: Parent Engagement & School Climate

- Priority 3 (pp. 9-13):
  - All indicators regarding building relationships, building partnerships, and seeking input for decision-making were rated at 4.
- Priority 6 (pp. 14-15):
  - School Safety: 86.9% of the students agree or strongly agree that they feel safe at school.
  - School Connectedness: 82.3% of the students agree or strongly agree that they feel what they are learning is important to them.

## Priority 7: Broad Course of Study (pp. 16-17)

- 97% of our students were enrolled in English for all four years.
- 61% were enrolled in math for all four years.
- 88% were enrolled in Science during 9th and 10th grade.
- 94% of students district-wide were enrolled in History/Social Sciences for grades 10 - 12.

## Priority 7: Highlights for Student Groups (pp. 17-18)

- 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, 87% of English Learner students, and 78% of Special Education students were enrolled for at least two years of science.

# Local Priority 7: Barriers & Actions (p. 18)

- Barriers preventing access:
  - English Language Development (ELD) courses limit English learners from enrolling in more core academic courses.
  - Parents' awareness of district programs, college requirements, and the need for post-high school planning.
- Revisions, decisions, and actions:
  - Professional development is provided to teachers on effective strategies to promote English Language Development (ELD) for our English learners.
  - College/Career Night is planned for fall, 2021.



Questions?