

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lodi Unified School District

CDS Code: 39-68585-0102632

School Year: 2021-22

LEA contact information:

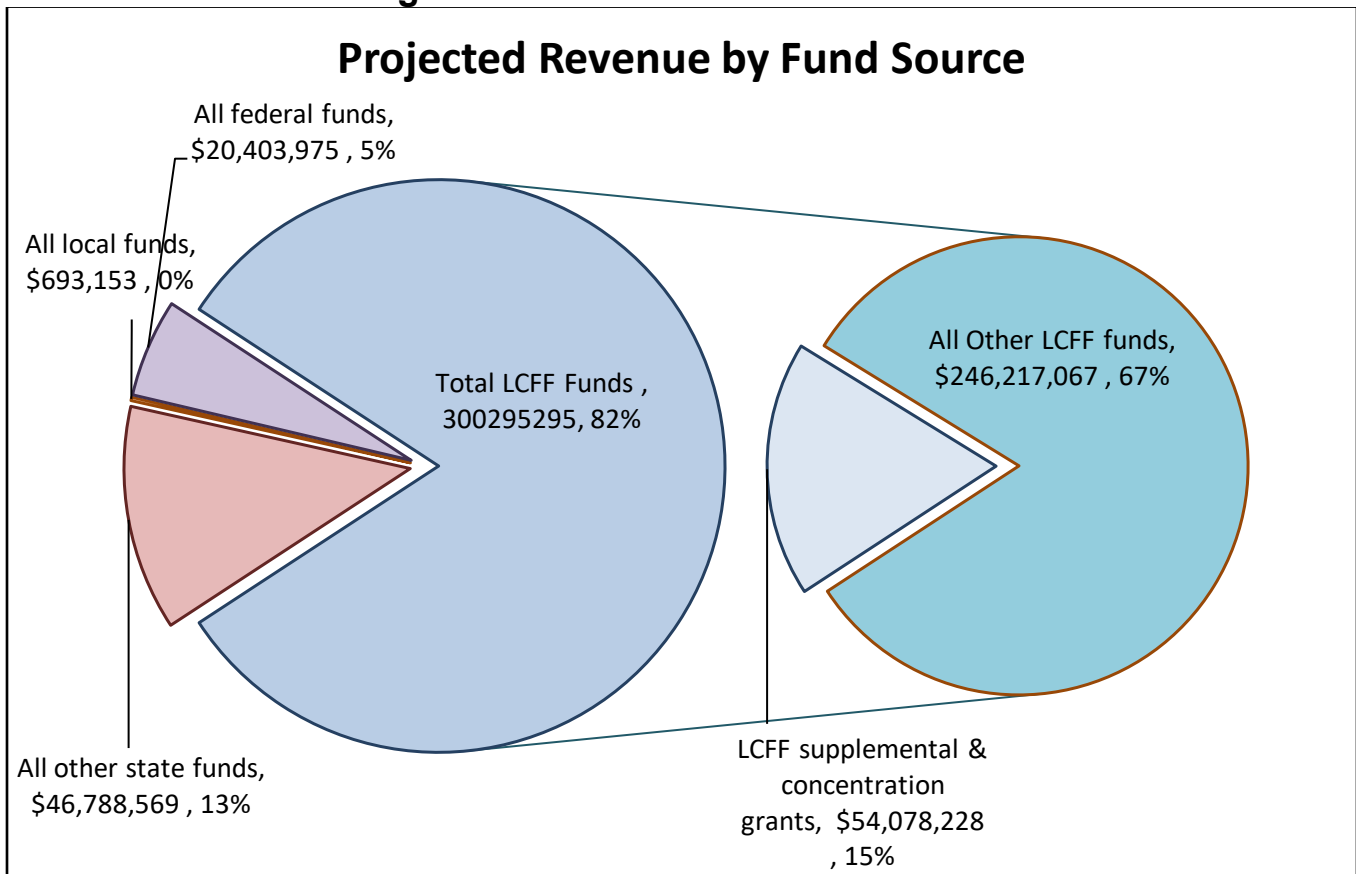
Dr. Cathy Washer

Superintendent

209-331-7010

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

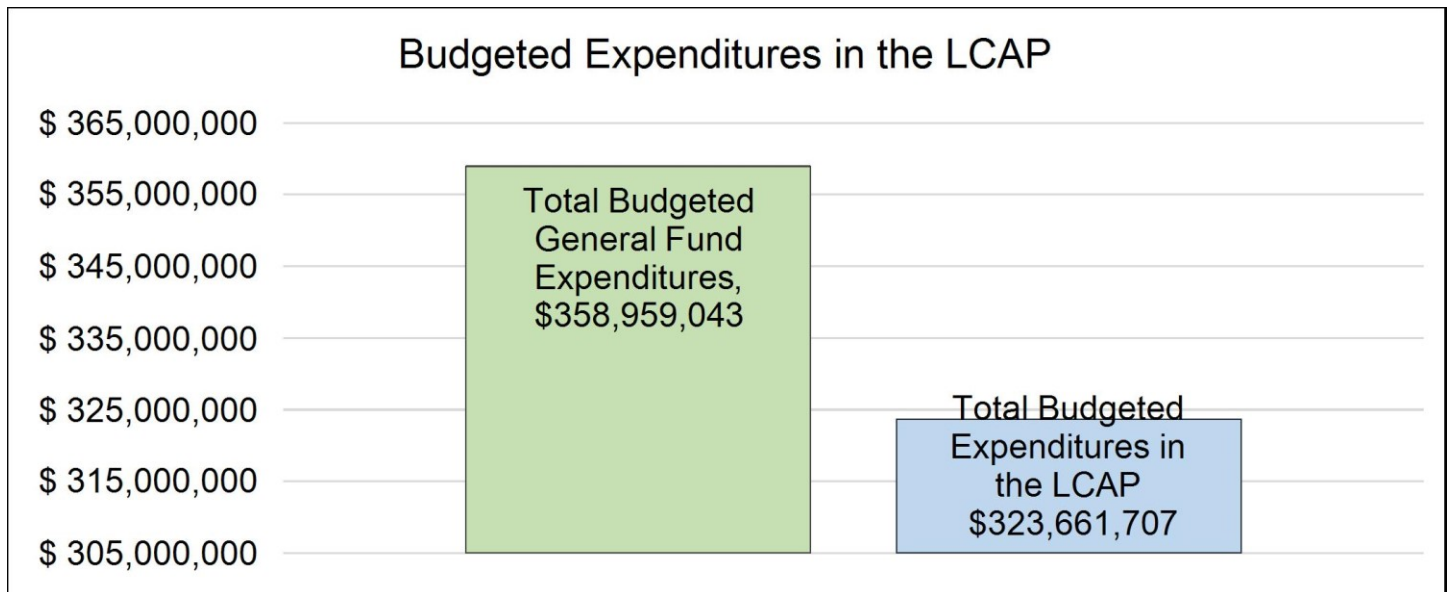


This chart shows the total general purpose revenue Lodi Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Lodi Unified School District is \$368,180,992, of which \$300,295,295 is Local Control Funding Formula (LCFF), \$46,788,569 is other state funds, \$693,153 is local funds, and \$20,403,975 is federal funds. Of the \$300,295,295 in LCFF Funds, \$54,078,228 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lodi Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Lodi Unified School District plans to spend \$358,959,043 for the 2021-22 school year. Of that amount, \$323,661,707 is tied to actions/services in the LCAP and \$35,297,336 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

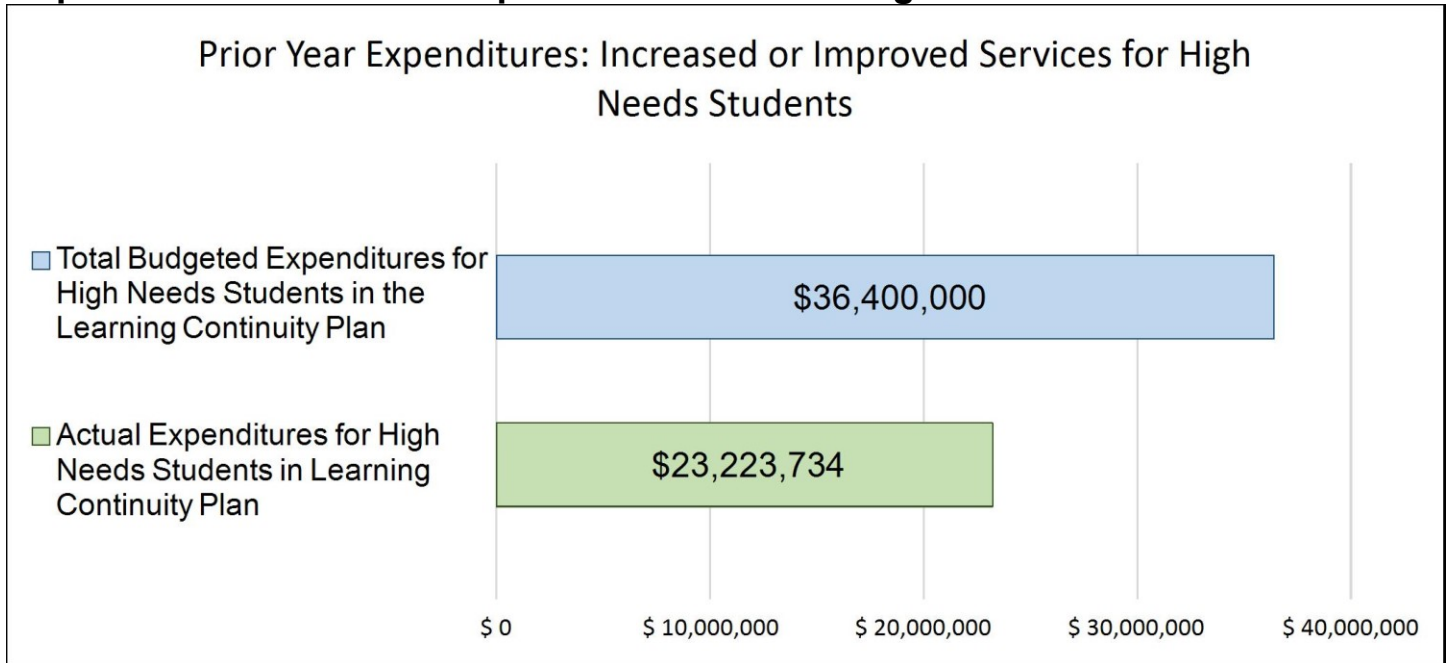
General fund expenditures not included the LCAP include base district costs such as capital outlay (object 6xxx), other outgo and transfers out (7xxx), regular school site budgets, and department budgets.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Lodi Unified School District is projecting it will receive \$54,078,228 based on the enrollment of foster youth, English learner, and low-income students. Lodi Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lodi Unified School District plans to spend \$55,966,732 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Lodi Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Lodi Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Lodi Unified School District's Learning Continuity Plan budgeted \$36,400,000 for planned actions to increase or improve services for high needs students. Lodi Unified School District actually spent \$23,223,734 for actions to increase or improve services for high needs students in 2020-21.

During the 2020-2021 school year, it has been a challenge to identify staff willing to providing supplemental interventions and support on an ongoing basis (2.3 & 2.5). This challenge has impacted our ability to implement afterschool interventions, intercession supports, and summer school. While we have purchases supplemental educational resources (2.6), personal protective equipment (1.1), professional development (1.2, 2.1 & 2.2), online learning tools (2.7), technology devices (2.4), and other resources (4.1), LUSD anticipates providing supplemental interventions and support will be an ongoing challenge. We were unable to implement Action 1.3 originally included in Learning Continuity Plan. Action 1.3 was not implemented because initially staff anticipated being able to use CARES Funds to extend the school day beyond the required minimum minutes. The funds allocated to Action 1.3 totaled \$14,000,000. When staff was informed this would not be an allowable use, these funds were allocated to other actions included in the Learning Continuity Plan, including Action 1.1, 2.4, and 2.6. Staff made efforts to increase expenditures these actions, but were not able to fully expend budgeted funds. These funds will be used to provide actions and services during the 2021-2022 school year.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Lodi Unified School District	Dr. Cathy Washer Superintendent	cwasher@lodiUSD.net 209-331-7010

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

1. LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities to prepare our students to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1A. Teachers appropriately assigned and fully credentialed</p> <p>19-20 LUSD will work toward 100% of teachers and staff to be appropriately assigned and fully credentialed, as verified by the Williams report</p> <p>Baseline • One teacher was missassigned, as verified by the 16-17 Williams report</p>	<p>Based on the October 2019-2020 Williams report, eight teachers (0.6%) were misassigned.</p>
<p>Metric/Indicator 1A. Teachers appropriately assigned and fully credentialed</p> <p>19-20 LUSD will ensure 100% of teachers servicing English Learners will have appropriate EL Authorization</p> <p>Baseline • Seven teachers servicing English Learners did not have appropriate EL Authorization. The district provided intensive training for all seven teachers. All seven teachers will be authorized by the end of the 2016-2017 school year.</p>	<p>Based on the October 2019-2020 Williams report, 99.6% of teachers were fully credentialed. Based on the October 2019-2020 Williams report, six teachers (0.4%) servicing English Learners did not have the appropriate EL Authorization.</p>
<p>Metric/Indicator 1B. Access to Instructional Materials</p>	<p>Based on the October 2019-2020 Williams report, all students had sufficient standards based instructional materials in all content</p>

Expected	Actual
<p>19-20 The district will maintain the same level of sufficiency by ensuring that 100% of students will have access to Common Core and/or standards-based state board adopted instructional materials in all content areas, including English Learners, as verified by the Board approved sufficiency report.</p> <p>Baseline</p> <ul style="list-style-type: none"> • LUSD provided sufficient standards based instructional materials in all content areas for all students, as verified by the 16-17 Board approved textbook sufficiency report. 	<p>areas for all schools. The Board Sufficiency Report verified that 100% of students had access to the instructional materials.</p>
<p>Metric/Indicator 2A. Implementation of SBE-adopted materials 2B. How programs/services enable English Learners to access CA Standards and ELD Standards</p> <p>19-20 100% of teachers will be properly trained to deliver Common Core standards-based instruction in all content areas in the classroom, including Integrated and Designated English Language Development as verified by site and district observations.</p> <p>Baseline</p> <ul style="list-style-type: none"> • In 16-17, 100% of teachers were properly trained to deliver Common Core standards-based instruction in ELA / Math in the classroom, including Integrated and Designated English Language Development as verified by site and district observations, and Professional Development System (PDS) records. 	<p>During 2019-2020 school year, 100% of teachers were properly trained to deliver Common Core standards based instruction in all content areas in the classroom, including Integrated and Designated English Language Development as verified by site/district observations and the district Professional Development System (PDS).</p>
<p>Metric/Indicator 2A. Implementation of SBE-adopted materials</p>	<p>During 2019-2020 school year, 100% of students received Common Core standards- based instruction in all content areas,</p>

Expected	Actual
<p>2B. How programs/services enable English Learners to access CA Standards and ELD Standards</p> <p>19-20 100% of students will receive Common Core standards- based instruction in all content areas, including Integrated and Designated English Language Development as verified by principal walk-throughs.</p> <p>Baseline • In 16-17, 100% of students received Common Core standards-based instruction in ELA / Math, including Integrated and Designated English Language Development as verified by principal walkthroughs and PLC visits.</p>	<p>including Integrated and Designated English Language Development as verified by principal walk-throughs and PLC visits.</p>
<p>Metric/Indicator 2B. How programs/services enable English Learners to access CA Standards and ELD Standards</p> <p>19-20 100% of English Learners will receive integrated and designated English Language Development based on the 2012 ELA/ELD standards as verified by class/master schedules.</p> <p>Baseline • In 16-17, 100% of English Learners received Integrated and Designated English Language Development based on the 2012 ELA/ELD standards as verified by class/master schedules.</p>	<p>During 2019-2020 school year, 100% of English Learners received Integrated and Designated English Language Development based on the 2012 ELA/ELD standards as verified by class/master schedules, principal walk-throughs and PLC visits.</p>
<p>Metric/Indicator 7A. A broad course of study 7B. Program/Services developed and provided to unduplicated pupils 7C. Programs/Services developed and provided to individuals with exceptional needs</p> <p>19-20</p>	<p>During 2019-2020 school year, 100% of students K-12 has access to and enrolled in a broad course of study as described in Education code 51210 and 51220 and verified by class/Master schedules. Broad course of study was provided to all students including: ELD daily for English Learners</p> <p>Foster Youth received reading intervention when needed as determined by assessment data.</p>

Expected	Actual
<p>LUSD will maintain the same level of access to ensure 100% of students K-12 will have access to and enroll in a broad course of study as described in Education code 51210 and 51220 and verified by class/Master schedules. Broad course of study is provided to all students including:</p> <ul style="list-style-type: none"> • ELD daily for English Learners • Foster Youth will receive reading and math intervention when needed, as verified by assessment data. • Low Income students will receive reading and math intervention when needed, as verified by assessment data. • LUSD will continue reading intervention for Special Education students as based on the IEP. <p>Baseline In 16-17, 100% of students K-12 had access to and enrolled in a broad course of study as described in Education code 51210 and 51220 and verified by class/Master schedules. A broad course of study was provided to all students including:</p> <ul style="list-style-type: none"> • ELD daily for English Learners • Foster Youth received reading and math intervention when needed, as determined by assessment data. • Low Income students received reading and math intervention when needed, as determined by assessment data • Special Education students received reading intervention based on the IEP. 	<ul style="list-style-type: none"> • Based on the 2019-20 Read 180 assessment data: 20 of the 258 Foster Youth students, in grades K-12, in Lodi Unified participated in the Read 180 intervention during the 2019-20 school year. <p>Foster Youth Students, in grades K-12, in Lodi Unified participated in the Math 180 intervention during the 2018-19 school year.</p> <ul style="list-style-type: none"> • Beginning in 2019-20 Lodi Unified discontinued the use of Math 180 as an intervention for Foster Youth Students. <p>Low Income students received reading when needed as determined by assessment data</p> <ul style="list-style-type: none"> • Based on the 2019-20 Read 180 assessment data: 1,887 of the 22,112 Low Income Students, in grades K-12, in Lodi Unified participated in the Read 180 intervention during the 2019-2020 school year. <p>Low Income Students, in grades 7-12, in Lodi Unified participated in the Math 180 intervention during the 2018-19 school year.</p> <ul style="list-style-type: none"> • Beginning in 2019-20 Lodi Unified discontinued the use of Math 180 as an intervention for Low Income Students. <p>Special Education students received reading intervention based on the IEP</p> <ul style="list-style-type: none"> • Based on the 2019-20 Read 180 assessment data: 748 of the 4,767. • Based on the 2019-20 Math 180 assessment data: 105 of the 1,983 Special Education Students, in grades 7-12, in Lodi Unified participated in the Math 180 intervention during the 2019-20 school year.
<p>Metric/Indicator 1C. Facilities are maintained.</p>	<p>Based on the 2019-2020 Williams report, there were no facility discrepancies.</p>

Expected	Actual
<p>19-20 LUSD will maintain all facilities in accordance with industry standards as verified by the Williams report.</p> <p>Baseline • In 16-17, No facility discrepancies were noted as verified by the Williams report.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Purchase and support Common Core state standards based materials and textbooks in all areas of instruction.</p> <ul style="list-style-type: none"> • Curriculum Professional Development • Instructional materials 	<p>4000-4999: Books And Supplies Base \$3,494,042</p> <p>4000-4999: Books And Supplies Supplemental \$1,766,773</p>	<p>4000-4999: Books And Supplies Base \$5,115,417</p> <p>5000-5999: Services And Other Operating Expenditures Base \$364,432</p> <p>4000-4999: Books And Supplies Supplemental \$1,627,984</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$138,789</p>
<p>1.2 Maintain management and inventory support of all Common Core state standards based materials and textbooks.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$42,944</p> <p>3000-3999: Employee Benefits</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$19,019</p> <p>3000-3999: Employee Benefits Supplemental \$9,584</p>
<p>1.3 Provide supplemental Professional Development opportunities for certificated/classified staff</p> <ul style="list-style-type: none"> • Content area topics above and beyond core training • English Language Development • Access to Core • Differentiated Instruction • Technology 	<p>1000-1999: Certificated Personnel Salaries Supplemental \$1,982,670</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$1,544,202</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$25,784</p> <p>3000-3999: Employee Benefits Supplemental \$328,402</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies Supplemental \$947 5000-5999: Services And Other Operating Expenditures Supplemental \$41,900
1.4 Provide Professional Development targeting English Learner support.	1000-1999: Certificated Personnel Salaries Supplemental \$45,000 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries Supplemental 79,446 2000-2999: Classified Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental \$2,995 5000-5999: Services And Other Operating Expenditures
1.5 Provide supplemental intervention opportunities K-12 for students, based on assessment data. <ul style="list-style-type: none"> • Language, literacy, mathematics intervention • Summer School • After School intervention 	1000-1999: Certificated Personnel Salaries Supplemental \$4,385,396 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries Supplemental \$1,480,989 2000-2999: Classified Personnel Salaries Supplemental \$172,260 3000-3999: Employee Benefits Supplemental \$464,051 4000-4999: Books And Supplies Supplemental \$394,169 5000-5999: Services And Other Operating Expenditures Supplemental \$767,425 7000-7439: Other Outgo Supplemental \$5,615
1.6 Provide target groups with identified AVID-like strategies or AVID program	1000-1999: Certificated Personnel Salaries Supplemental \$415,063	1000-1999: Certificated Personnel Salaries Supplemental \$218,903

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits Supplemental \$50,471 4000-4999: Books And Supplies Supplemental \$5,428 5000-5999: Services And Other Operating Expenditures Supplemental \$38,850
1.7 Maintain class size in grades K-12 to increase student/teacher contact time. (Grades K-3 24:1, grades 4-6 30:1, grades 7-12 31:1)	1000-1999: Certificated Personnel Salaries Supplemental \$13,755,621 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Supplemental \$10,033,778 3000-3999: Employee Benefits Supplemental \$3,460,716
1.8 Provide qualified and trained personnel to maintain facilities based on industry standards to enhance the learning environment	2000-2999: Classified Personnel Salaries Supplemental \$357,193 3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries Base \$10,406,239 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay 7000-7439: Other Outgo	2000-2999: Classified Personnel Salaries Supplemental \$222,146 3000-3999: Employee Benefits Supplemental \$117,748 2000-2999: Classified Personnel Salaries Base \$3,314,995 3000-3999: Employee Benefits Base \$1,336,308 4000-4999: Books And Supplies Base \$1,440,414 5000-5999: Services And Other Operating Expenditures Base \$3,269,274 6000-6999: Capital Outlay Base \$181,215 7000-7439: Other Outgo Base \$916,229
1.9 Provide a variety of pupil devices and teacher technology enhanced work stations (5 year refresh cycle)	2000-2999: Classified Personnel Salaries Supplemental \$2,171,999	2000-2999: Classified Personnel Salaries Supplemental \$431,341

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay	3000-3999: Employee Benefits Supplemental \$172,283 4000-4999: Books And Supplies Supplemental \$1,080,007 5000-5999: Services And Other Operating Expenditures Supplemental \$12,436 6000-6999: Capital Outlay Supplemental \$91,742
1.10 English Learner / Reclassified students will be monitored and additional supports will be provided as needed.	1000-1999: Certificated Personnel Salaries Supplemental \$1,052,412 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Supplemental \$665,097 2000-2999: Classified Personnel Salaries Supplemental \$65,706 3000-3999: Employee Benefits Supplemental \$268,361
1.11 All students have equal access to common core aligned materials, quality teachers, and support staff.	1000-1999: Certificated Personnel Salaries Base \$2,568,519 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Supplemental \$5,993,211 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Base \$0 1000-1999: Certificated Personnel Salaries Supplemental \$0
1.12 Provide counseling services	1000-1999: Certificated Personnel Salaries Supplemental \$1,125,361	1000-1999: Certificated Personnel Salaries Supplemental \$800,211

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits Supplemental \$258,702 5000-5999: Services And Other Operating Expenditures Supplemental \$787
1.13 Students receive instruction from appropriately assigned credentialed teachers.	1000-1999: Certificated Personnel Salaries Supplemental \$305,000 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries Supplemental \$255,500 3000-3999: Employee Benefits Supplemental \$52,455 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures
1.14 Bilingual paraprofessionals will provide primary language support during content instruction (integrated ELD)	2000-2999: Classified Personnel Salaries Supplemental \$3,119,486 3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries Supplemental \$1,899,910 3000-3999: Employee Benefits Supplemental \$1,133,961
1.15 Review and revise district career technical courses and offerings to increase enrollment for all students.	1000-1999: Certificated Personnel Salaries Base \$456,394 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries Supplemental \$1,583,879	1000-1999: Certificated Personnel Salaries Supplemental \$964,671 2000-2999: Classified Personnel Salaries Supplemental \$93,378 3000-3999: Employee Benefits Supplemental \$385,946 4000-4999: Books And Supplies Supplemental \$56,969 5000-5999: Services And Other Operating Expenditures Supplemental \$114,575 1000-1999: Certificated Personnel Salaries Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Supplemental 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures
<p>1.16 Special education services are provided to students based on their individual identified need. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school beyond what is available in the traditional classroom.</p>	1000-1999: Certificated Personnel Salaries Special Education \$56,493,146 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay 7000-7439: Other Outgo	1000-1999: Certificated Personnel Salaries Special Education \$25,902,515 2000-2999: Classified Personnel Salaries Special Education \$13,498,024 3000-3999: Employee Benefits Special Education \$13,879,948 4000-4999: Books And Supplies Special Education \$359,763 5000-5999: Services And Other Operating Expenditures Special Education \$7,313,546 6000-6999: Capital Outlay 7000-7439: Other Outgo Special Education \$983,235
<p>1.17 Restricted Federal and State funds will be used to supplement the base program. Guidelines will be followed to ensure appropriateness of expenditures.</p>	1000-1999: Certificated Personnel Salaries Federal Funds \$33,120,683 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Federal Funds \$4,196,677 2000-2999: Classified Personnel Salaries Federal Funds \$5,873,566 3000-3999: Employee Benefits Federal Funds \$21,138,835

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay 7000-7439: Other Outgo	4000-4999: Books And Supplies Federal Funds \$4,105,100 5000-5999: Services And Other Operating Expenditures Federal Funds \$9,669,225 6000-6999: Capital Outlay Federal Funds \$1,501,415 7000-7439: Other Outgo Federal Funds \$1,732,582
<p>1.18 The LUSD core program provides staff, services and systems that support the three Local Control Accountability Plan Goals of the Lodi Unified School District. This includes ensuring that highly qualified staff, and support structures/systems are in place that include teachers, classified, administration, district office staff, support and operations staff. Also provides additional support services for students.</p>	1000-1999: Certificated Personnel Salaries Base \$191,081,198 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay 7000-7439: Other Outgo 1000-1999: Certificated Personnel Salaries Supplemental \$4,840,548 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Base \$83,499,236 2000-2999: Classified Personnel Salaries Base \$20,899,375 3000-3999: Employee Benefits Base \$37,894,239 4000-4999: Books And Supplies Base \$9,868,390 5000-5999: Services And Other Operating Expenditures Base \$13,264,287 6000-6999: Capital Outlay Base \$1,754,585 7000-7439: Other Outgo Base \$1,248,577 1000-1999: Certificated Personnel Salaries Supplemental \$4,206,476 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Supplemental \$863,589

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For 2019-2020 school year, we were not able to fully implement the following actions: 1.5 and 1.11. For action 1.5, the fourth quarter school closures impacted the ordering of supplemental educational resources. As a result, the action was not fully implemented. Summer school is an additional resource that is implemented in action 1.5 and the pivot to distance learning resulted in lower expenditures than in prior years. Action 1.11 has not been implemented due to ongoing negotiations.

The funds not fully expended in Action 1.5 were used to provide the following resources to students, families, teachers, and staff: a) provide supplemental educational resources, b) purchase personal protective equipment, c) technology supplemental resources, and d) acquire technology devices. For action 1.11 negotiations have been settled with teachers. The negotiations with other groups are ongoing and funds are currently held in reserves.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

LUSD was on target to implement actions and services during first, second, and third quarter of 2019-2020 school year. The fourth quarter school closures impacted our ability to fully implement all actions and services.

Successes:

Action 1.1

- Implemented science curriculum adoption.

Action 1.4

- All Professional Development includes English Learner support strategies and ideas.
- All paraprofessionals were provided English Learner training.

Action 1.5

- Supports the goal of the Board of Education and Superintendent for all students to be proficient by third grade in Reading and Math.
- Focus on K-3 literacy and math interventions

Action 1.9

- LUSD was able to continue to refresh 1:1 devices to use both in school and at home during 2019-2020 school year. Devices helped provide additional learning opportunities during school closures in fourth quarter of 2019-2020 school year.

Challenges:

Action 1.3

- Per Board directive, Professional Development opportunities were limited to after school, Saturdays or during school breaks due to lack of substitute teachers.

Action 1.5

- Due to the fourth quarter school closures, our planned interventions were impacted.
- Summer school had to pivot to distance learning and expenditures were lower due to this change.

Action 1.11

- Action 1.11 has not been fully implemented due to ongoing negotiations.

Action 1.14

- Difficulty in finding staff with sufficient primary language and English skills, made it difficult to keep all positions staffed the entire school year.

Action 1.15

- Due to mandated program requirements for English Learners and Students with disabilities, schedules limited CTE opportunities.

Initial review of district progress as measured by CA Dashboard, local measures, stakeholder feedback and surveys indicate that all actions and services were effective in meeting this goal during the first three quarters of 2019-2020. The district was able to provide supplemental instructional supports (1.1, 1.6, 1.10, 1.11, 1.14, 1.15), trained teachers and support staff (1.3, 1.4, 1.13, 2.4, 3.1), common core materials (1.1, 1.2), intervention support(1.5, 2.3), technology and technology support (1.9), in an environment conducive to learning (1.7, 1.8, 1.12) for all students with increased services to target groups during the first three quarters of 2019-2020. The fourth quarter school closures, due to the COVID-19 Pandemic, impacted our ability to implement actions during fourth quarter and summer of 2019-2020 school year. Dashboard data from 2019 showed that while progress was made in ELA and math, there is still much work to be done.

Goal 2

2. All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 4A. Statewide assessments</p> <p>19-20 LUSD will:</p> <ul style="list-style-type: none"> • Increase percentage of ALL students meeting proficiency • Increase percentage of Low Income students meeting proficiency at a greater rate than all students • Increase percentage of English Learner students meeting proficiency at a greater rate than all students 	<p>*2019-20 Data is not available due to suspension of the SBA and CAST in the spring of 2020.*</p> <p>SBA ELA Reported as percent of students meeting Standards and Above Overall: 2016-17 = 42.34% (+2.3%); 2017-18 = 43.12% (+0.78%); 2018-19 = 44.22% (+1.10%)</p> <p>English Learners: 2016-17 = 7.40% (-3.3%); 2017-18 = 7.62% (+0.12%); 2018-19 = 8.40% (+0.78%) Socioeconomically Disadvantaged: 2016-17 = 34.57% (+1.83 %); 2017-18 = 35.55% (+0.98%); 2018-19 = 36.86% (+1.31%) Students with Disabilities: 2016-17 = 12.31% (N/A%); 2017-18 = 12.21% (- 0.10%); 2018-19 = 12.68% (+0.47%)</p> <p>SBA Math Reported as percent of students meeting Standards and Above Overall: 2016-17 = 32.05% (+1.65%); 2017-18 = 32.08% (+0.03%); 2018-19 = 32.64% (+0.56%)</p> <p>English Learners: 2016-17 = 6.53% (-2.37%); 2017-18 = 7.39% (+0.86%); 2018-19 = 7.41% (+0.02%) Socioeconomically Disadvantaged: 2016-17 = 24.36% (+0.94%); 2017-18 = 25.18% (+0.82%); 2018-19 = 25.56% (+0.38%)</p>

Expected	Actual
<p>Baseline Based on 2015-16 SBA results for English Language Arts (ELA):</p> <ul style="list-style-type: none"> All Students meeting proficiency increased by 3.6% in ELA from 38.6% in 2014-2015. (2015-2016 = 40.4%) Low Income Students meeting proficiency increased by 4.0% in ELA from 28.7% in 2014-2015. (2015-2016 = 32.7%) The Low Income Student group increase was greater than the increase for All Students group. English Learner Student meeting proficiency increased by 1.1% in ELA from 9.3% in 2014-2015. (2015-2016 = 10.4%) The English Learner Students group increase for ELA was not as great as the All Students group. <p>Based on 2015-16 SBA results for Mathematics:</p> <ul style="list-style-type: none"> All Students meeting proficiency increased by 2.6% in Mathematics from 27.8% in 2014-2015. (2015-2016 = 30.4%) Low Income Students meeting proficiency increased by 2.8% in Mathematics from 20.6% in 2014-2015. (2015-2016 = 23.4%) English Learner Students meeting proficiency decreased by 0.5% in Mathematics from 9.4% in 2014-2015. The English Learner Student group did not increase proficiency in Mathematics. (2015-2016 = 8.9%) <p>Based on the 2015-16 CST Science results:</p> <ul style="list-style-type: none"> All Students meeting proficiency decreased 3.15% in CST Science from 51.4% in 2014-15. (2015-16 = 48.25%) Low Income Students meeting proficiency decreased by 3.27% from 43.1% in 2014-15. (2015-16 = 39.83%) English Learner Students meeting proficiency decreased by 3.02% from 16.5% in 2014-15. (2015-16 = 13.48%) 	<p>Students with Disabilities: 2016-17 = 10.26% (N/A%); 2017-18 = 9.76% (-0.50%); 2018-19 = 9.67% (-0.09%)</p> <p>California Science Test (CAST) Reported as percent of students meeting Standards and Above Overall: 2018-19 = 24.58% Baseline Data</p> <p>English Learners: 2018-19 = 1.04% Baseline Data Socioeconomically Disadvantaged: 2018-19 = 18.21% Baseline Data Students with Disabilities: 2018-19 = 4.34% Baseline Data</p>

Expected	Actual
<p>Metric/Indicator 4D. EL progress (CELDT) 4E. EL reclassification rate</p> <p>19-20 LUSD will</p> <ul style="list-style-type: none"> • Increase percent of English Learners growing 1 or more levels per year by 2%, based on ELPAC. • Increase reclassification rate of English Learners 5 years or less by 1%, based on ELPAC and reclassification rate. • Increase reclassification rate of Long Term English Learners by 2%, based on ELPAC and reclassification rate. <p>Baseline Based on 2015-2016 CELDT results:</p> <ul style="list-style-type: none"> • Lodi USD increased the percent of English Learner Students growing one or more levels per year by 1.5% from 59.8% in 2014-2015. (2015-2016 = 61.3%) • Lodi USD increased the reclassification rate of English Learners five years or less by 3.79% (2014-15=3.2%, 2015-16=6.99%) • The percent of Long Term English Learners reclassified in 2015-16 was 10.3%. <p>There was no data for the 2014-15 school year due to changes in the state assessment programs.</p> <ul style="list-style-type: none"> • The percent of Long Term English Learners reclassified in 2013-14 was 3.4% so there was an increase of the percent of Long Term English Learners as compared to the previous available data. 	<p>Summative ELPAC Reported as percent of students Proficient: Overall: 2017-18 =25.04% (n/a) ; 2018-19 = 11.10% (-13.94%); 2019-20 = 11.38% (+0.28%) Socioeconomically Disadvantaged: 2017-18 = 24.20% (n/a); 2018-19 = 10.55% (-13.65%); 2019-20 = 10.96% (+0.41%) Students with Disabilities: 2017-18 = 8.48% (n/a); 2018-19 = 5.09% (-3.39%); 2019-20 = 3.62% (-1.47%)</p> <p>Annual Reclassification Rates and Counts: (2016-17) 877 (11.4 %) (2017-18) 1,496 (20.0 %) (2018-19) 1,094 (16.4 %) (2019-20) 655 (10.9%)</p>
<p>Metric/Indicator 4F. Percentage of pupils who pass an AP exam (3+)</p>	<p>Number of Qualified Scores 2017-18 = 1,259 (+146 qualified scores, +13.11% qualified scores)</p>

Expected	Actual
<p>19-20 LUSD will</p> <ul style="list-style-type: none"> • Increase number of students with qualified scores by 3% on Advanced Placement tests, as verified by AP results. • Increase AP enrollment of English Learners and Low Income students by 2% (ALL students) as verified by AP enrollment. <p>Baseline Based on the 2015-16 AP Data:</p> <ul style="list-style-type: none"> • The number of students with Qualified Scores increased by 2.6% over the results from 2014-15 (2014-15 number of Qualified Scores = 1,074; 2015-16 number of Qualified Scores = 1,113) • The percent of Qualified Scores (AP test results of 3 or better) increased by 3% over the results from 2014-15. (2014-15 percent of Qualified Scores = 53%; 2015-16 percent of Qualified Scores = 56%) • English Learner Student enrollment in AP classes declined by 0.3% over the percent of English Learner Students enrolled for the 2014-15 school year. (2014-2015 = 1.0%, 2015-2016 = 0.7%) • Low Income Student enrollment in AP classes increased by 4.2% over the percent of Low Income Students enrolled for the 2014-15 school year. (2014-2015 = 31.5%, 2015-2016 = 35.7%) 	<p>2018-19 = 1,254 (-5 qualified scores, +/- 0.00%) 2019-20 = 1,147 (-107 qualified scores, -8.5% qualified scores)</p> <p>Percent of Qualified Scores 2017-18 = 62% (+4% qualified scores) 2018-19 = 60.6% (-1.4% qualified scores) 2019-20 = 66.7% (+6.1% qualified scores)</p> <p>English Learner Student Enrollment 2017-18 = 0.9% (+0.2%) 2018-19 = 0.5% (-0.4%) 2019-20 = 0.46% (-0.04%)</p> <p>Low Income Student Enrollment 2017-18 = 45.61% (+9.91%) 2018-19 = 43.61% (-2.0%) 2019-20 = 41.97% (-1.64%)</p>
<p>Metric/Indicator 4G. Percentage of pupils who participate in & demonstrate college preparedness on assessment (SBAC)</p> <p>19-20 LUSD will</p> <ul style="list-style-type: none"> • Increase number of “ready” students in ELA or Math by 5% (ALL students) as verified by EAP results. 	<p>** 2019-20 Data is not available due to suspension of the SBA in the spring of 2020. **</p> <p>SBA EAP - English Language Arts Number of Grade 11 “Ready” Students: 2016-17 = 433 (+93, +27.35%) 2017-18 = 385 (-48, -11.08%); 2018-19 = 454 (+69, +17.92%)</p>

Expected	Actual
<ul style="list-style-type: none"> Increase number of students participating in EAP (ALL students) as verified by EAP results <p>Baseline Based on the 2015-16 SBA results:</p> <ul style="list-style-type: none"> The number of 11th grade students meeting the "ready" EAP score for ELA increased by 20% over the number of 11th grade students meeting the "ready" EAP score for 2014-15. (2014-2015 = 282, 2015-2016 = 340) The number of 11th grade students meeting the "ready" EAP score for Math increased by 9% over the number of 11th grade students meeting the "ready" EAP score for 2014-15. (2014-2015 = 141, 2015-2016 = 154) <p>Based on the 2015-16 SBA results:</p> <ul style="list-style-type: none"> The number of 11th grade students meeting the "conditional ready" EAP score for ELA increased by 1.06% over the number of 11th grade students meeting the "conditional ready" EAP score for 2014-15. (2014-15 = 595 students; 2015-16 = 560 students) The number of 11th grade students meeting the "conditional ready" EAP score for Math decreased by 0.04% over the number of 11th grade students meeting the "conditional ready" EAP score for 2014-15. (2014-15 = 323 students; 2015-16 = 322 students) 	<p>Percent of Grade 11 "Ready" Students: 2016-17 = 21.73% (+/- N/A) 2017-18 = 18.97% (-1.14%); 2018-19 = 21.88% (+2.91%)</p> <p>Number of Grade 11 "Conditional Ready" Students: 2016-17 = 676 (+116, +20.71%) 2017-18 = 588 (-88, -13.01%); 2018-19 = 645 (+57, +9.69%)</p> <p>Percent of Grade 11 "Conditional Ready" Students: 2016-17 = 33.92% (+/- N/A) 2017-18 = 28.98% (-4.94%); 2018-19 = 31.08% (+2.10%)</p> <p>SBA EAP - Mathematics</p> <p>Number of Grade 11 "Ready" Students: 2016-17 = 243 (+89, +57.79%) 2017-18 = 201 (-42, -17.28%) 2018-19 = 250 (+49, +24.37%)</p> <p>Percent of Grade 11 "Ready" Students: 2016-17 = 12.20% (+/-N/A) 2017-18 = 9.86% (-1.24%) 2018-19 = 12.05% (+2.19%)</p> <p>Number of Grade 11 "Conditional Ready" Students: 2016-17 = 420 (+98, +30.43%) 2017-18 = 436 (+16, +3.80%) 2018-19 = 375 (-61, -13.99%)</p> <p>Percent of Grade 11 "Conditional Ready" Students: 2016-17 = 21.09% (+/-N/A) 2017-18 = 21.38% (+0.29%)</p>

Expected	Actual
	<p>2018-19 = 18.08% (-3.30%)</p> <p>** ** *</p> <p>With the suspension of the SBA/CAASPP for 2019-20, information below reflects the College/Career Indicator (CCI), prepared for what would have been the 2020 California School Dashboard, performance as a percentage of students meeting each CCI Level:</p> <p>Percentage Prepared: 2020 Dashboard = 36.6%</p> <p>Percentage Approaching Prepared: 2020 Dashboard = 24.0%</p> <p>Percentage Not Prepared: 39.3%</p> <p>** ** *</p>
<p>Metric/Indicator 4C. A-G Completion</p> <p>19-20 LUSD will</p> <ul style="list-style-type: none"> Increase number of A-G completers by 3% (ALL students) as verified by DataQuest. <p>Baseline Based on the 2014-15 Dataquest Data:</p> <ul style="list-style-type: none"> The number of A-G completers decreased by 18.9% in 2014-15 from the number of A-G completers in the 2013-14 school year. The number of students decreased from 623 A-G completers in 2013-14 to 505 A-G completers in 2014-15. The percent of graduates who met the A-G completer status in 2013-14 = 33.7%; the percent of graduates who met the A-G completer status in 2014-15 = 25.8% <p>Based on the 2015-16 Dataquest Data:</p>	<p>A-G Completion</p> <p>Overall Number: 2016-17 = 508 (+/-N/A); 2017-18 = 554 (+46, +9.05%); 2018-19 = 517 (-37, -6.67%); 2019-20 = 477 (-40, -7.7%)</p> <p>Overall Percent: 2016-17 = 30.09% (+/-N/A); 2017-18 = 31.21% (+1.12%); 2018-19 = 27.54% (-3.67%); 2019-20 = 25.30% (-2.24%)</p> <p>English Learners:</p> <p>Number: 2016-17 = 20 (+/-N/A%); 2017-18 = 18 (-2, 10.0%); 2018-19 = 25 (+7, +38.88%); 2019-20 = 16 (-9, -36%)</p> <p>Percent: 2016-17 = 7.86% (+/-N/A%); 2017-18 = 7.39% (-0.50%); 2018-19 = 7.86% (+0.50%); 2019-20 = 5.95% (-1.91%)</p> <p>Socioeconomically Disadvantaged:</p> <p>Number: 2016-17 = 301 (+/-N/A%); 2017-18 = 318 (+17, +5.64%); 2018-19 = 321 (+3, +0.943%); 2019-20 = 273 (-48, -14.95%)</p> <p>Percent: 2016-17 = 25.42% (+/-N/A%); 2017-18 = 25.56% (+0.14%); 2018-19 = 23.66% (-1.90%); 2019-20 = 20.15% (-3.51%)</p> <p>Students with Disabilities</p>

Expected	Actual
<ul style="list-style-type: none"> The number of A-G completers increased by 2.4% in 2015-16 from the number of A-G completers in the 2014-15 school year. The number of students increased from 505 A-G completers in 2014-15 to 517 A-G completers in 2015-16. The percent of graduates who met the A-G completer status in 2014-15 = 25.8%; the percent of graduates who met the A-G completer status in 2015-16 = 27.9% 	<p>Number: 2016-17 = 5 (+/-N/A%); 2017-18 = 9 (+4, +80.00%); 2018-19 = 11 (+2, 22.22%); 2019-20 = 7 (-4, -36.36%) Percent: 2016-17 = 4.50% (+/-N/A%); 2017-18 = 7.03% (+2.53%); 2018-19 = 7.69% (+0.66%); 2019-20 = 5.69% (-2.00%)</p>
<p>Metric/Indicator 8. Pupil outcomes</p> <p>19-20 LUSD will</p> <ul style="list-style-type: none"> Increase percent of students completing a CTE 4 year pathway as verified by DataQuest and CA School Dashboard additional reports. <p>Baseline Based on 2015-16 State Priority Snapshot:</p> <ul style="list-style-type: none"> The percent of students completing a 4 year CTE pathway remained at 1%. (2014-15 = 1%, 2015-16 = 1%) 	<p>2016-17 = 163 students for 26.2% PREPARED on the CTE Pathway measure for the 2017 Dashboard College Career Indicator.</p> <ul style="list-style-type: none"> English learner = 10 students for 15.9% PREPARED on the CTE Pathway Measures for the 2017 Dashboard College Career Indicator. Socioeconomically Disadvantaged = 87 students for 25.1% PREPARED on the CTE Pathway Measure for the 2017 Dashboard College Career Indicator Students with Disabilities = 0 students for 0.0% PREPARED on the CTE Pathway Measure for the 2017 Dashboard College Career Indicator <p>2017-18 = 189 students for 23.2% PREPARED on the CTE Pathway measure for the 2018 Dashboard College Career Indicator.</p> <ul style="list-style-type: none"> English learner = 11 students for 37.9% PREPARED on the CTE Pathway Measures for the 2018 Dashboard College Career Indicator. Socioeconomically Disadvantaged = 116 students for 24.0% PREPARED on the CTE Pathway Measure for the 2018 Dashboard College Career Indicator Students with Disabilities = 5 students for 33.3% PREPARED on the CTE Pathway Measure for the 2018 Dashboard College Career Indicator

Expected	Actual
	<p>2018-19 = 193 students for 25.2% PREPARED on the CTE Pathway measure for the 2019 Dashboard College Career Indicator.</p> <ul style="list-style-type: none"> • English learner = 10 students for 40.0% PREPARED on the CTE Pathway Measures for the 2019 Dashboard College Career Indicator. • Socioeconomically Disadvantaged = 114 students for 25.4% PREPARED on the CTE Pathway Measure for the 2019 Dashboard College Career Indicator • Students with Disabilities = 2 students for 14.3% PREPARED on the CTE Pathway Measure for the 2019 Dashboard College Career Indicator <p>2019-20 = 254 students for 31.6% PREPARED on the CTE Pathway Measure prepared in lieu of the 2020 Dashboard College Career Indicator</p> <p>English Learner = 10 students for 40.0% PREPARED on the CTE Pathway Measure - College Career Indicator</p> <p>Socioeconomically Disadvantaged = 173 students for 35.2% PREPARED on the CTE Pathway Measure - College Career Indicator</p> <p>Students with Disabilities = 1 students for 7.7% PREPARED on the CTE Pathway Measure - College Career Indicator</p>
<p>Metric/Indicator 4B. API</p> <p>19-20 N/A</p> <p>Baseline API has been replaced by the CA School Dashboard.</p>	<p>N/A</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Maintain a data management system to collect and monitor student achievement data	5000-5999: Services And Other Operating Expenditures Base \$167,000 1000-1999: Certificated Personnel Salaries Supplemental \$39,041 3000-3999: Employee Benefits \$39,041 5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Supplemental \$176,382 1000-1999: Certificated Personnel Salaries Supplemental \$79,446 3000-3999: Employee Benefits Supplemental \$2,995
2.2 Maintain district support to collect and monitor supplemental student achievement data	2000-2999: Classified Personnel Salaries Supplemental \$31,187 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries Base \$76,500 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries Supplemental \$29,126 3000-3999: Employee Benefits Supplemental \$8,520 1000-1999: Certificated Personnel Salaries Base \$2,069 2000-2999: Classified Personnel Salaries Base \$3,738 3000-3999: Employee Benefits Base \$900 4000-4999: Books And Supplies Base \$5,423 5000-5999: Services And Other Operating Expenditures Base \$9,503 7000-7439: Other Outgo Base \$1,879
2.3 Provide access and opportunities to all High Schools for intervention and enrichment in all content areas	1000-1999: Certificated Personnel Salaries Supplemental \$500,000 2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries Supplemental \$198,031 2000-2999: Classified Personnel Salaries Supplemental \$48,976

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits Supplemental \$50,320 4000-4999: Books And Supplies Supplemental \$23,065 5000-5999: Services And Other Operating Expenditures Supplemental \$38,654
2.4 Provide supplemental coaching support K-12	1000-1999: Certificated Personnel Salaries Supplemental \$98,710 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Supplemental \$62,053 3000-3999: Employee Benefits Supplemental \$15,502

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For 2019-2020 school year, we were not able to fully implement the following action: 2.3. For action 2.3, the fourth quarter school closures affected our ability to provide afterschool intervention and enrichment opportunities. As a result, the action was not fully implemented.

The funds not fully expended in Action 2.3 were used to provide the following resources to students, families, teachers, and staff: a) provide supplemental educational resources, b) purchase personal protective equipment, c) technology supplemental resources, and d) acquire technology devices.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

LUSD was on target to implement actions and services during first, second, and third quarter of 2019-2020 school year. The fourth quarter school closures impacted our ability to fully implement all actions and services.

SUCSESSES

Action 2.4

- Technology coaching support was available at sites to support staff in their use of technology in the classroom.

CHALLENGES

Action 2.3

- High Schools were able to offer additional opportunities for students to receive after school intervention and enrichment during first, second, and third quarter of 2019-2020 school year. Staff were not able to continue interventions and enrichment during fourth quarter due to fourth quarter school closures.

Initial review of district progress as measured by CA Dashboard, local measures, stakeholder feedback and surveys indicate that all actions and services were effective in meeting this goal during the first three quarters of 2019-2020. The district was able to provide coaching support (2.4) and collect and monitor student achievement data (2.1, 2.2) used to provide interventions(1.5, 2.3) for all students with increased services to target groups. The fourth quarter school closures, due to the COVID-19 Pandemic, impacted our ability to implement actions during fourth quarter. Dashboard data from 2019 showed that while progress was made in ELA and math, there is still much work to be done.

Goal 3

3. LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 5C. Middle school dropout rate</p> <p>19-20 LUSD will</p> <ul style="list-style-type: none"> Continue monitoring Middle School dropout rate in an effort to decrease as verified by DataQuest 	<p>2016-2017 = LUSD total dropouts for grades 7 & 8 were 9 (nine) The CBEDS Non--Charter- Enrollment for grades 7 & 8 for that same year was 4,322 Dropout Percent: 0.21%</p> <ul style="list-style-type: none"> English learner: 3 Socioeconomically Disadvantaged: 9 Students with Disabilities: 6 <p>2017-2018 = LUSD total dropouts for grades 7 & 8 were 0 (zero) The CBEDS Non--Charter- Enrollment for grade 7 & 8 for that same year was 4,435 Dropout Percent = 0.00% English learner: 0 Socioeconomically Disadvantaged: 0 Students with Disabilities: 0</p> <p>2018-2019 = LUSD total dropouts for grades 7 & 8 were 5 (five) The CBEDS Non--Charter- Enrollment for grade 7 & 8 for that same year was 4,544 Dropout Percent = 0.11% English learner: 2 Socioeconomically Disadvantaged: 4 Students with Disabilities: 1</p>

Expected	Actual
<p>Baseline Based on the CALPADS Report: 1.8 Dropouts by Subgroup – Student List</p> <ul style="list-style-type: none"> • 2013-14 Lodi Unified total dropouts for grades 7 & 8 were 1 (one). The CBEDS enrollment for grades 7 & 8 for that same year was 4,679 (Dropout Percent = 0.00%). The 2013-14 Grade 7 & 8 dropouts represent: 0 (zero) English Learner Students, 1 (one) Low Income Student, and 1 (one) Special Education Student. • 2014-15 Lodi Unified total dropouts for grades 7 & 8 were 1 (one). The CBEDS enrollment for grades 7 & 8 for that same year was 4,750 (Dropout Percent = 0.00%). The 2014-15 Grade 7 & 8 dropouts represent: 0 (zero) English Learner Students, 1 (one) Low Income Student, and 1 (one) Special Education Student. • 2015-16 Lodi Unified total dropouts for grades 7 & 8 were 10 (ten). The CBEDS enrollment for grades 7 & 8 for that same year was 4,680 (Dropout Percent = 0.00%). The 2015-16 Grade 7 & 8 dropouts represent: 0 (zero) English Learner Students, 8 (eight) Low Income Students, and 1 (one) Special Education Student. 	<p>2019-2020 = LUSD total dropouts for grades 7 & 8 were 22 (twenty-two) The CBEDS Non--Charter- Enrollment for grade 7 & 8 for that same year was 4,471 Dropout Percent = 0.49% English learner: 1 Socioeconomically Disadvantaged: 0 Students with Disabilities: 0</p>
<p>Metric/Indicator 5A. School attendance</p> <p>19-20 LUSD will</p> <ul style="list-style-type: none"> • Continue district incentive to maintain/increase attendance rates as verified by CA School Dashboard. <p>Baseline Based on the 2015-16 Attendance Data from Aeries:</p> <ul style="list-style-type: none"> • Lodi USD increased the attendance rate by 0.62% in 2015-2016 from 94.47% in 2014-2015. (2015 - 2016= 95.09%) 	<p>Lodi USD Attendance Rate as calculated by Accounting Annually - Non-Charter Schools ONLY</p> <p>Lodi USD Overall Attendance Rate: 2016-17 = 94.96% (-0.16%) 2017-18 = 94.44% (-0.52%) 2018-19 = 94.81% (0.37%) 2019-20 = 94.20% (-0.61%)</p>

Expected	Actual
<p>Metric/Indicator 5B.Chronic absenteeism</p> <p>19-20 LUSD will</p> <ul style="list-style-type: none"> Decrease Chronic Absenteeism rate as verified by CA School Dashboard <p>Baseline Based on 2016-17 Chronic Absenteeism data from CALPADS:</p> <ul style="list-style-type: none"> Lodi USD increased Chronic Absenteeism rate by 1.6% from 10.6% in 2015-16 to 12.2% in 2016-17. (Verified 2016-17 information through January 2016.) 	<p>** 2019-20 Data is not available due to physical school closures beginning in February/March 2020. **</p> <p>2016-17 Total district - Chronic Absenteeism Eligible Non-Charter Schools Enrollment: 29,690 Chronic Absenteeism count: 3,968 - Rate: 13.40%</p> <p>2017-18 Total district - Chronic Absenteeism Eligible Non-Charter Schools Enrollment: 29,860 Chronic Absenteeism count: 4,062 - Rate: 13.60%</p> <p>2018-19 Total district - Chronic Absenteeism Eligible Non-Charter Schools Enrollment: 29,652 Chronic Absenteeism count: 4,044 - Rate: 13.60%</p> <p>2019-20 ** 2019-20 Data reflect the annual summary data created and distributed by Lodi USD Assessment Research and Evaluation Department. No CDE Chronic Absenteeism data are available due to the physical school closures of February/March 2020 due to COVID-19.*** Total district - Chronic Absenteeism Eligible Enrollment: 29,497 Chronic Absenteeism count; 2,732 - Rate: 9.26%</p>
<p>Metric/Indicator 5D. High school dropout rate</p> <p>19-20 LUSD will</p> <ul style="list-style-type: none"> Decrease dropout rate by 1 %, as verified by Dataquest or CALPADS. 	<p>High School Four-Year Cohort Outcome Dropout Rate - Non-Charter Schools ONLY Overall: 2016-17 = 9.4% (+/-N/A%); 2017-18 = 8.8% (-0.6%); 2018-19 = 5.4% (-3.4%); 2019-20 = 6.4% (+1.0%)</p> <p>English Learners: 2016-17 = 15.9% (+/-N/A%); 2017-18 = 13.8% (-2.1%); 2018-19 = 10.4% (-3.4%); 2019-20 = 10.9% (+0.5%)</p>

Expected	Actual
<p>Baseline Based on 2015-2016 High School Dropout data in Dataquest:</p> <ul style="list-style-type: none"> Lodi USD decreased the High School Dropout rate by 4.4% in 2015-2016 from 12.3% in 2014-2015. (2015-2016 = 7.9%) 	<p>Socioeconomically Disadvantaged: 2016-17 = 11.1% (+/-N/A%); 2017-18 = 9.8% (-1.3%); 2018-19 = 6.5% (-3.3%); 2019-20 = 8.0% (+1.5%) Students with Disabilities: 2016-17 = 13.7% (+/-N/A%); 2017-18 = 13.6% (-0.1%); 2018-19 = 12.1% (-1.5%); 2019-20 = 12.1% (+/-0.0%)</p>
<p>Metric/Indicator 5E. High school graduation rate</p> <p>19-20 LUSD will</p> <ul style="list-style-type: none"> Increase graduation rate by 1 %, as verified by Dataquest or CA School Dashboard. <p>Baseline Based on 2014-15 High School Graduation data in Dataquest:</p> <ul style="list-style-type: none"> Lodi USD increased the High School Graduation rate by 4.8% in 2015 from 80.6% in 2014. (2015-2016 =85.4%) 	<p>High School Four-Year Cohort Outcome Graduation Rate - Non-Charter Schools ONLY Overall: 2016-17 = 83.7% (+/-N/A%); 2017-18 = 85.1% (+1.4%); 2018-19 = 88.9% (+3.8%); 2019-20 86.8% (-2.1%) English Learners: 2016-17 = 72.0% (+/-N/A%); 2017-18 = 74.6% (+2.6%); 2018-19 = 79.1% (+4.5%); 2019-20 = 73.9% (-5.2%) Socioeconomically Disadvantaged: 2016-17 = 81.2% (+/-N/A%); 2017-18 = 83.2% (+2.0%); 2018-19 = 86.9% (+3.7%); 2019-20 84.2% (-2.7%) Students with Disabilities: 2016-17 = 48.9% (+/-N/A%); 2017-18 = 59.8% (+10.9%); 2018-19 = 59.6% (-0.2%); 2019-20 = 49.8% (-9.8%)</p>
<p>Metric/Indicator 6A. Pupil suspension rate</p> <p>19-20 LUSD will</p> <ul style="list-style-type: none"> Decrease suspension rate by 1%, as verified by Dataquest or CA School Dashboard. <p>Baseline Based on 2015-2016 Discipline Data in Aeries:</p> <ul style="list-style-type: none"> Lodi USD decreased the suspension rate by 0.40% in 2015-16 from 5.4% in 2014-2015. (2015-2016 = 5%) 	<p>2016-17 Cumulative District Non-Charter Schools Enrollment: 30,449 Unduplicated count of Students Suspended: 1,612 Suspension Rate: 5.30%</p> <p>2017-18 Cumulative District Non-Charter Schools Enrollment: 30,598 Unduplicated count of Students Suspended: 1,458 Suspension Rate: 4.80%</p> <p>2018-19 Cumulative District Non-Charter Schools Enrollment: 30,301 Unduplicated count of Students Suspended: 1,602 Suspension Rate: 5.30%</p>

Expected	Actual
	<p>PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to COVID-19 pandemic, the 2019-20 suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period of time that schools were physically open during the 2019-20 academic year.</p> <p>2019-20 Cumulative District Non-Charter Schools Enrollment: 29,895 Unduplicated count of Students Suspended: 1,413 Suspension Rate: 4.7%</p>
<p>Metric/Indicator 6B. Pupil expulsion rate</p> <p>19-20 LUSD will</p> <ul style="list-style-type: none"> Maintain/decrease expulsion rate, as verified by Dataquest or CALPADS. <p>Baseline Based on 2015-2016 Discipline Data in Aeries:</p> <ul style="list-style-type: none"> Lodi USD decreased the district expulsion rate by 0.05% in 2015-2016 from .2% in 2014-2015. 	<p>2016-17 Cumulative District Non-Charter Schools Enrollment: 30,449 Unduplicated count of Students Expelled: 67 Expulsion Rate: 0.22%</p> <p>2017-18 Cumulative District Non-Charter Schools Enrollment: 30,598 Unduplicated count of Students Expelled: 42 Expulsion Rate: 0.14%</p> <p>2018-19 Cumulative District Non-Charter Schools Enrollment: 30,301 Unduplicated count of Students Expelled: 50 Expulsion Rate: 0.17%</p> <p>PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to COVID-19 pandemic, the 2019-20 suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and</p>

Expected	Actual
	<p>reliable for the period of time that schools were physically open during the 2019-20 academic year.</p> <p>2019-20 Cumulative District Non-Charter Schools Enrollment: 29,895 Unduplicated count of Students Expelled: 39 Expulsion Rate: 0.13%</p>
<p>Metric/Indicator 3A. Efforts by district to seek parent input in decision making</p> <p>19-20 The following opportunities will continue to be provided for parents to receive LCAP information and provide input:</p> <ul style="list-style-type: none"> • LCAP meetings • District Advisory Committee • Advisory meetings • School Site Council • Parent Surveys • Board meetings • Back to School, Open house <p>Baseline All parent committees received LCAP information and were provided opportunities for input.</p> <ul style="list-style-type: none"> • LCAP meetings • District Advisory Committee • Advisory meetings • School Site Council • Parent Surveys • Board meetings • Back to School, Open house 	<p>The following opportunities were provided for parents to receive LCAP information and provide input during 2019-2020 school year:</p> <ul style="list-style-type: none"> • LCAP meetings • District Advisory Committee • Advisory meetings • School Site Council • Parent Surveys • Board meetings • Back to School, Open house

Expected	Actual
<p>Metric/Indicator 3B. How the district will promote parental participation in programs for unduplicated pupils</p> <p>19-20 The following opportunities will continue to be provided for parents of unduplicated pupils to participate:</p> <ul style="list-style-type: none"> • English Learner Advisory Committee • District English Learner Advisory Committee • Title 1 Parent meeting • English Learner LCAP Committee <p>Baseline Parents of unduplicated pupils were offered the following opportunities for participation:</p> <ul style="list-style-type: none"> • English Learner Advisory Committee • District English Learner Advisory Committee • Title 1 Parent meeting • English Learner LCAP Committee <p>Metric/Indicator 3C. How the district will promote parental participation in programs for individuals with exceptional needs</p> <p>19-20 The following opportunities will continue to be provided for parents of Special Education pupils to participate:</p> <ul style="list-style-type: none"> • 504 meetings • Student Success Teams • Individual Education Plan meetings <p>Baseline Parents of Special Education pupils were offered the following opportunities for participation:</p>	<p>The following opportunities were provided for parents of unduplicated pupils to participate:</p> <ul style="list-style-type: none"> • English Learner Advisory Committee • District English Learner Advisory Committee • Title 1 Parent meeting • English Learner LCAP Committee <p>Parents of Special Education pupils were offered the following opportunities for participation:</p> <ul style="list-style-type: none"> • 504 meetings • Student Success Teams • Individual Education Program meetings

Expected	Actual
<ul style="list-style-type: none"> • 504 meetings • Student Success Teams • Individual Education Program meetings 	
<p>Metric/Indicator 6C. Other local measures, incl. surveys of pupils, parents, and teachers on safety and school connectedness</p> <p>19-20 LUSD will provide the parents with a survey regarding school safety and connectedness. LUSD will increase by each area by 1% as measured by the annual survey.</p> <p>Baseline LUSD provided parents with a survey regarding school safety and connectedness. Data is available at the district and site level. 95% of parents feel that their schools are safe. 95% elementary and 82% high school parents feel connected. The parent survey process is under evaluation to see if it is the most effective.</p>	<p>LUSD provided parents with a survey regarding school safety and connectedness. Data is available at the district and site level. 91% of parents feel that their schools are safe. 92% elementary and 86% high school parents feel connected. The parent survey process is under evaluation to see if it is the most effective.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Ensure that all visitors are received in a welcoming manner at all district facilities.</p> <ul style="list-style-type: none"> • Professional Development 	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>
<p>3.2 Provide supplemental support to address the needs of students experiencing difficulties in school</p> <ul style="list-style-type: none"> • Attendance • Behavior 	<p>1000-1999: Certificated Personnel Salaries Supplemental \$1,568,689</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$558,056</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$395,577</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits Supplemental \$379,879 4000-4999: Books And Supplies Supplemental \$9,886 5000-5999: Services And Other Operating Expenditures Supplemental \$47,066
3.3 Continue community outreach program to include committees to address needs of specific student populations.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0
See description for 2018 - 2019.	N/A	N/A
3.5 Provide learning opportunities for parents in order to improve student academic success through increased parent involvement.	4000-4999: Books And Supplies Supplemental \$130,000 5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies Supplemental \$269 5000-5999: Services And Other Operating Expenditures Supplemental
3.6 Continue to provide school safety and security measures.	2000-2999: Classified Personnel Salaries Base \$4,274,981 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries Base \$976,421 3000-3999: Employee Benefits Base \$572,209 4000-4999: Books And Supplies Base \$43,645 5000-5999: Services And Other Operating Expenditures Base \$1,064,422
3.7 Continue to provide school safety through supplemental services.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$805,866	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$659,741

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.8 Provide Community Liaison support to all sites to bridge communication between home and school	2000-2999: Classified Personnel Salaries Supplemental \$760,802 3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries Supplemental \$383,027 3000-3999: Employee Benefits Supplemental \$215,700
3.9 Promote a bully free environment (i.e. conflict management, circle of friends, life skills, character development).	5000-5999: Services And Other Operating Expenditures Supplemental \$10,000	5000-5999: Services And Other Operating Expenditures Supplemental \$10,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For 2019-2020 school year, we were not able to fully implement the following actions: 3.1, 3.3, 3.5, and 3.6. Identifying a vendor to provide customer service training to staff (3.1) has been an ongoing challenge. The staff providing the community outreach efforts (3.3) are no longer able to provide the support. For the 2019-2020 school year, staff verified school sites had available resources on hand to provide parent trainings (3.5) from prior years. College and Career Night was cancelled (3.5) as it was scheduled to occur during the fourth quarter and could not happen due to school closures. The reduced need for parent training materials and cancellation of College and Career Night led to reduced expenditures in action 3.5. The need for additional safety and security measures (3.6) was less than originally anticipated due to some of the expenditures being funded from alternative funding sources.

The funds not fully expended in Actions 3.1, 3.3, 3.5, and 3.6 were used to provide the following resources to students, families, teachers, and staff: a) provide supplemental educational resources, b) purchase personal protective equipment, c) technology supplemental resources, and d) acquire technology devices.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

LUSD was on target to implement actions and services by the end of the during first, second, and third quarter of 2019-2020 school year. The fourth quarter school closures impacted our ability to fully implement all actions and services.

SUCCESSSES

Action 3.5

- LUSD has found ways to expand on parent trainings at various levels by using multiple funding sources to provide the trainings.

Action 3.8

- Community Liaisons continue to have a great impact on the community and staff.

CHALLENGES

Action 3.1

- Finding a systematic approach to provide a customer service training to all new employees.

Action 3.5

- College and Career night was cancelled due to fourth quarter school closures.

Initial review of district progress as measured by CA Dashboard, local measures, stakeholder feedback and surveys indicate that all actions and services were

effective in meeting this goal during the first three quarters of 2019-2020. The district was able to provide student support targeting attendance and behavior (1.12, 3.2, 3.3, 3.4, 3.9), parent support (3.1, 3.3, 3.4, 3.5, 3.8), safety and security measures (3.6, 3.7), and professional development (1.3, 1.4, 2.4). The fourth quarter school closures, due to the COVID-19 Pandemic, impacted our ability to implement actions during fourth quarter.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1.1 Purchase Personal Protective Equipment for teachers, students, and staff, including face masks, no-touch thermometers, hand sanitizer, sneeze guards for school offices, and other similar items.	2,000,000	9,283,433	No
1.2 Provide additional training to certificated/classified staff regarding safety measures to be implemented in response to COVID-19 (Keenan Trainings).	125,000	Included in Action 2.1	No
1.3 Extend the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or schoolday, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.	14,000,000	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Lodi Unified defines "substantive differences" as an action or service that was either not implemented or there was a difference in the budgeted amount and the actual expenditures of more than \$500,000. The actions with substantive differences in budgeted and estimated actuals were Actions 1.1 and 1.3. For Action 1.1, the need for personal protective equipment has exceeded our initial expectations. Staff purchased additional supplies to help limit the spread of COVID-19 including plexiglass barriers, desk shields, mask, gloves, portable air purification equipment, electronic spray sanitizers, and face shields. Action 1.3 was not implemented because initially staff anticipated being able to use CARES Funds to extend the school day beyond the required minimum minutes. When staff was informed this would not be an allowable use, these funds were used to increase expenditures in other actions included

in the Learning Continuity Plan, including Action 1.1, 2.4, and 2.6. Staff learned of this change after the plan was Board Approved and submitted to the County.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

During 2020-2021 School Year, we were unable to offer in-person instruction during quarters 1, 2, and 3. During quarter 4, students in elementary school, grades K-6, and special populations returned to hybrid in-person instruction on March 29th. All students, K-12, returned to in-person instruction on April 12, 2021.

Preparation for In-Person Instruction

In preparation for hybrid in-person instruction, staff purchased additional technology peripherals and personal protective equipment for teachers, students, and staff. Classroom teachers were provided with technology enhanced workstations, including large format interactive displays, 360-degree conference cameras made by the vendor OWL Labs, wireless computer mice, wired headsets, and other technology peripherals in preparation for a return to in-person instruction. Staff purchased additional personal protective equipment to help limit the spread of COVID-19 including plexiglass barriers, desk shields, mask, gloves, portable air purification equipment, electronic spray sanitizers, and face shields.

While the primary mode of instruction was distance learning for the first three quarters of 2021-2022, we returned to in-person instruction during fourth quarter. Families were offered the opportunity to remain on distance learning during fourth quarter. After conducting a review of stakeholder feedback and local implementation data, the following successes and challenges were identified.

Successes

1. We were able to purchase personal protective equipment to help keep students and staff safe during in-person instruction.
2. Many of the technology resources we provided teachers helped in providing synchronous instruction to students who remained on distance learning after April 12.

Challenges

1. Multiple changes to guidance related to returning to in-person instruction made it difficult to make plans.
2. Some of the orders for supplemental resources went unfilled due to supply shortages related to the COVID-19 Pandemic.
3. The need to maintain social distancing required school sites to provide more staff supervision in common areas. Staggered recess and lunch schedules increased this need. Identifying staff to provide supervision was a challenge.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>2.1 Provide supplemental Professional Development, Planning, and Collaboration opportunities for certificated/classified staff. This action includes the additional week of planning and collaboration provided for teacher from August 3 through August 7, 2020.</p> <ul style="list-style-type: none"> • Content area topics above and beyond core training • English Language Development • Access to Core • Differentiated Instruction • Technology 	5,000,000	4,813,386	Yes
<p>2.2 Provide Professional Development targeting English Learner support. This includes virtual professional development sessions to provide teachers with strategies to use with English Learners during distance learning.</p>	500,000	161,143	Yes
<p>2.3 Provide supplemental intervention opportunities K-12 for students, based on assessment data, including after hours tutoring.</p> <ul style="list-style-type: none"> • Language, literacy, mathematics intervention • Summer School • After School intervention 	2,000,000	925,191	Yes
<p>2.4 Provide a variety of pupil devices and teacher technology enhanced work stations. This includes ensuring all students have access to a Chromebook device for distance learning. For families who lack access to WiFi, provide a WiFi Hotspot or similar device to provide WiFi access. During distance learning, staff, and students may need access to additional technology resources to ensure access to remote instruction.</p>	7,000,000	9,064,998	Yes
<p>2.5 Provide additional compensation for employees assisting with the following areas: a) technology devices acquisition, providing access, and distribution, b) setting up software resources to be accessible to</p>	1,000,000	185,469	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
students with single sign-on, c) assisting with purchase of additional school supplies and resources, and d) duplication and distribution of learning materials.			
2.6 Provide supplemental educational materials to accelerate student learning. Provide additional classroom materials and supplies for students to access remotely during distance learning.	3,800,000	6,477,000	Yes
2.7 Purchase software licenses to provide additional resources to students K-12 during distance learning. This includes the purchase of Zoom, Illuminate, Seesaw, MyOn and other educational resources.	2,500,000	1,182,856	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Lodi Unified defines "substantive differences" as an action or service that was either not implemented or there was a difference in the budgeted amount and the actual expenditures of more than \$500,000. The actions with substantive differences in budgeted and estimated actuals were Actions 2.3, 2.4, 2.5, 2.6, and 2.7. During the 2020-2021 year, it was a challenge to offer increased interventions through Action 2.3. School sites were offered increased budgets for interventions, but expenditures were less than half the budgeted amount. Some school sites also relied on other funding sources to implement supplemental interventions. During distance learning, there was an increased need for technology peripherals in Action 2.4, including WiFi Hotspots, wired headsets, and other technology peripherals. Teachers were also provided with technology enhanced workstations, including large format interactive displays, 360-degree conference cameras made by the vendor OWL Labs, wireless computer mice, and other technology peripherals. The need for additional compensation was lower than anticipated in Action 2.5. Existing staff were able to complete the work required during their normal contract hours. For action 2.6, the need for supplemental educational materials was greater than originally anticipated. Schools were provided with supplemental educational resources, including early literacy resources, math and STEM resources, and other learning tools implemented during distance learning. For action 2.7, the need for additional technology licenses was not as great as originally planned. While a number of online tools were provided to teachers and students, the estimated actuals were less than half the budgeted amounts.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Student attendance was documented each day and students continued receiving grades based on their academic progress. School

staff developed processes to identify students not attending and parents/guardians were notified of attendance/participation concerns. In the Pupil/Family Engagement and Outreach section of our annual update, we provided additional information regarding our tiered pupil and family engagement / outreach strategies.

Distance Learning included the following types of interactions:

- Interactions, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the student and teacher was online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.

Each school informed parents about the process to pick up instructional materials such as textbooks, packets, and supplies.

Attendance

On time daily attendance and participation was expected, just as it has been for in-person instruction. Parents continued to follow the school procedures for reporting an absence. Teachers documented student attendance and schools developed procedures to address issues related to attendance. Staff conducted outreach efforts to re-engage disengaged students.

Pupil Participation and Progress

Below you will see the participation rates by month:

August: 94%

September: 94%

October: 95%

November: 94%

December: 94%

January: 95%

February: 94%

March 94%

Through analyzing local student participation data, examining local implementation data, and reviewing stakeholder feedback, the following successes and challenges were identified for Pupil Participation and Progress.

Successes

1. Student participation rates were comparable to participation in prior years.
2. Teachers and support staff worked with families to improve student participation.

Challenges

1. There were times when technology issues interfered with delivery of instruction. Our technology support staff worked to resolve issues quickly, but there were some issues along the way.

2. Some families expressed concerns regarding students increased screen time during distance learning.

Access to Devices and Connectivity

All students in Lodi Unified were provided with a Chromebook device to access distance learning. School sites conducted ongoing Chromebook device pickup/exchanges for students to ensure students had access to updated and fully functional devices. Through the school site Chromebook device pickup/exchanges, all students were offered a Chromebook. Any Lodi Unified students without a Chromebook, parents or guardians worked with their child's school site to obtain a device.

Below, you will be able to see the average student log in by month. For each month, the number shown reflects the average number of students who logged into their devices or Google account per month for the 2020-2021 school year.

August: 24,966

September: 23,997

October: 24,263

November: 24,177

December: 23,958

January: 23,577

February: 23,216

March: 23,254

Remote Resources Website

To read more about troubleshooting device access and connectivity issues, review resources available on Remote Resources Website:

<https://sites.google.com/lodiusd.org/lodi-usd-remote-resources/home>

WiFi Hot Spots

The administrators/teachers reached out to students during Distance Learning and inquired with families to determine if connectivity was available. In instances where families indicated they did not have access to WiFi, sites indicated lack of Internet access in Aeries and the technology department issued a hot spot to distribute to families. School sites provided ongoing communication with families and efforts continued to issue hot spots to any student who was lacking internet access. Altogether, we distributed 6,030 Wi Fi Hotspots to students and staff. There are two different types of WiFi Hot Spots we provided: a) 4,026 of the Netgear MR1100 with AT&T as the wireless provider and b) 2,004 of the Verizon Orbic Speed with Verizon as the wireless provider. Any issues with a carrier's coverage in a specific area of residence, the hotspot was swapped with another carrier. Two carriers available are Verizon and AT&T. As school sites indicated families needed additional hot spots, the technology department distributed them to sites to provide for families.

Distance Learning Technical Support

Starting on Monday, August 10 at 7:30 A.M., live technical assistance was made available to our families. Technicians were available to provide support in both English and Spanish. Technical support was first made available on the first day of the 2020-2021 school year and will continue through the end of the current school year.

Through analyzing local implementation data and reviewing stakeholder feedback, the following successes and challenges were identified for Access to Devices and Connectivity.

Successes

1. All students and staff had access to a technology device.
2. All students who requested a Wi-Fi Hot Spot were able to obtain one.
3. We were able to utilize Transportation staff members to help repair Chromebooks while school were in full distance learning.

Challenges

1. Obtaining replacement technology devices due to supply shortages was and continues to be a challenge.
2. Increased workload for the technology department staff during the school year. Many staff members were working additional hours.
3. Keeping up with the repair of Chromebooks.

Distance Learning Professional Development

The plan for distance learning professional development in 2020-21 has evolved as the school year progressed. The beginning of the year was kicked off with a virtual learning conference, Learn Together, Teach Together. Then, the district proceeded to offer after school Professional Development sessions with a variety of topics, ranging from integrating technology to teacher self-care. Finally, to support the transition to Hybrid Learning for 4th Quarter, a resource website was created along with planning and collaboration sessions offered over the spring break.

The Learn Together, Teach Together was changed to a virtual conference that focused on getting the teachers and school sites the support they needed to provide distance learning for all students. The format was modified from an in-person format to a blended learning model with both synchronous and asynchronous options. Also, built into the schedule was Professional Learning Community time so that grade-level teams or sites could collaborate and plan for distance learning. The feedback on this conference was positive with most people appreciating the flexibility to do what was right for their own learning.

Throughout the year many professional development sessions were offered across grade spans and subject areas for teachers to be paid to attend after contract time. Many were focused on how to use technology tools to engage students in distance learning. These after school trainings were offered via zoom and were widely attended. One of the most popular courses was the Self-Care sessions that provided support for teacher's social-emotional learning.

In English Language Arts, the department continued to support Journeys, including ELD, DIBELS 8, Amplify Reading, Studysync, Read 180 and System 44. One thing that was added due to high demand from school sites was Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) to our Kindergarten through 3rd grade teachers. The year started with 12 sites implementing SIPPS, then a second set started in the second semester. This program and training supported teachers both virtually and in-person. Additionally, multiple MyOn trainings were added to support teachers and students in the use of the digital library.

Fourth Quarter saw a transition from Distance Learning to a Hybrid Model of teaching, causing professional development to pivot once more. The department quickly put together a website dedicated to Hybrid Teaching and Learning Resources. Over spring break, multiple sessions were scheduled for teachers to plan and collaborate based on the collected resources. These sessions were well attended.

Teacher support continued to evolve as our learning environment changed due to the COVID crisis.

Through analyzing local implementation data and reviewing stakeholder feedback, the following successes and challenges were identified for Distance Learning Professional Development.

Successes

- More teachers participated in optional Professional Development than any other year in the past.
- Teachers have increased proficiency in a variety of digital tools during distance learning.

Challenges

- Keeping the momentum of teachers attending Professional Development in future years.
- Full engagement of professional development participants was difficult to gauge over the digital format.

Staff Roles and Responsibilities

During the Distance Learning that was implemented for the first three quarters of the 2020-2021 school year, we made some adjustments to roles and responsibilities for certain staff. Due to children not attending school in-person, some of the staff who typically supervised and provided services related to in-person attendance shifted their responsibilities to support learning in other ways. We have appreciated the patience and flexibility shown by all of our LUSD staff ensuring students were successful during the implementation of distance learning.

School sites utilized some of their staff to assist in the distribution of various materials, including school supplies, technology resources, and curriculum. While the involvement of staff varied by site, some of the staff who have assisted with distribution of materials are: a) site clerical staff, b) campus supervisors, c) School Playground and Cafeteria Monitors, d) Adult Crossing Guards, and e) Community Liaison Assistants, f) Library Media Assistants, and g) some paraeducators. In addition, food services has observed

several different food preparation and delivery schedules / plans since the inception of distance learning. At times, food services were only delivering food a few times each week, including meals for more than one day at a time. This caused some different roles and responsibilities for those involved in food preparation as well as anyone involved in the delivery process, which included bus drivers, bus attendants, campus supervisors, or anyone else who assisted in the buses to distribute meals to students.

As our schools transitioned between the various modes of instruction, distance learning, hybrid model, or in-person instruction, we continued to review roles and responsibilities and modified as appropriate. Our goal was to provide a high-quality instructional program, regardless of the mode of instruction. We worked with our various district departments and bargaining groups to ensure we implemented any modifications as appropriate.

Through analyzing local implementation data and reviewing stakeholder feedback, the following successes and challenges were identified for Staff Roles and Responsibilities.

Successes

1. Many existing staff shifted their responsibilities during distance learning and supported efforts to distribute learning materials, personal protective equipment, and technology resources. Some support staff were able to assist with repairing technology devices.
2. Food service staff were very flexible and creative on how to ensure students continue to have access to high quality meals during distance learning.

Challenges

1. During the school year, there was a big increase in one-time federal funds. The increased expenditures made available by these funds increased the workload of several LUSD departments. Without the ability to hire additional staff to support the increased workload, many existing staff members accepted additional duties.
2. There were challenges in finding staff who were willing to work additional hours on an ongoing basis.

Support for Pupils with Unique Needs

Special Education

The District maintained its priority to comply with local health official directives and keeping students and staff safe and healthy amid the health pandemic. Prior to March 29, 2021, all instruction, including special education and related services as outlined in a student's Individualized Education Program (IEP), were provided via Distance Learning. As of March 29, 2021, a hybrid in-person/Distance Learning model of instruction and services were provided for students in SDC programs and all k-6 students. All other students with IEPs were provided through a distance learning model of instruction consistent with public health guidelines until April 12, 2021, when all students were offered full in-person instruction and supports 5 days a week for full days. Distance Learning options continued to be offered through the end of the current school year.

Each special education student was treated individually. The District considered the unique learning needs, accommodations, and

supports noted in each student's IEP. Students continued to receive special education instruction and related services during Distance Learning, aligned with the student's IEP.

The District sent out a prior written notice letter to each family of a student with an IEP to more specifically discuss any changes expected during Distance Learning as needed. Case managers reached out to discuss/offer to hold IEP amendment meetings, as needed.

Some examples of what was offered in special education program during Distance Learning include, but are not limited to:

- Student IEPs were implemented by site staff and prior to start of in-person, a Free Appropriate Public Education (FAPE) was provided to each student with an IEP during Distance Learning.
- IEPs continued to contain the plan for normal school operations, unless an amendment was needed during Distance Learning, and they were implemented in full when normal school operations resumed.
- Consistent communication with parents/guardians was offered and implemented to address unique and challenging situations. The special education teacher or case manager worked with parents as needed to discuss students' IEPs and how they would be implemented using a Distance Learning model, and to answer any questions or concerns.
- The District provided access to information and teachers contacted/communicated with parents as needed to address individual issues. Additionally, they held IEP Team meeting to discuss your child's progress or any difficulty your child may have had during this pandemic.
- Teachers and service providers implemented students' IEP goals, collected data, and reported on progress during Distance Learning to the greatest extent possible.
- Annual, triennial, and required IEP Team meetings were held virtually (online or through telephone conference).
- Special education assessments were conducted at the school site on an individual student basis. This took place in adherence to health/safety protocols. Case managers and assessors contacted parents to inform them of this process.

Through analyzing local student participation data, examining local implementation data, and reviewing stakeholder feedback, the following successes and challenges were identified for Special Education.

Successes:

1. Effectively provided technological access to distance learning for all students.
2. Provided differentiated support for students with special needs through distance learning.

3. Provided in person assessments using PPE and protective measures during the entire school year.
4. Implemented IEPs and FAPE to the greatest extent possible even with distance learning limitations and challenges.
5. Continued IEP meetings and other parent meetings using virtual platforms.

Challenges:

1. Providing the high level of support needed to help students with severe disabilities while being limited to virtual platforms.
2. Obtaining the same level of student engagement with distance learning.
3. Measuring and monitoring special education goals.
4. Addressing attendance issues with limited resources and ability to do home visits.
5. Some teachers struggled with technological skills required to meet distance learning needs, even with site and district support.

Supports for Low Income Students, English learners, Pupils in Foster Care, and Pupils Experienced Homelessness

District staff worked collaboratively in implementing a distribution process for laptops, chargers, and Wi-Fi hot spots that our foster youth, English learners, and low-income students needed to ensure that access and connectivity was provided to families. All students who needed a Chromebook were provided one. All students who were provided with a Wi-Fi hot spot were able to obtain one. Targeted outreach and technology support was coordinated with Child Welfare and Attendance, Foster Youth Liaison, Student Support Services Department, and Educational Support Services department. For those students who did not have connectivity due to waiting for a shipment of Wi-Fi hot spots to arrive within the district, instructional school site staff worked collaboratively with families of foster youth, English learners, and low-income students to develop a week-by-week independent study program with provided learning materials, teacher / counselor support, and guidance, to ensure access to grade level learning content. These measures were effective in meeting the access and connectivity needs within distance learning.

Foster Youth, Students in Transition (homeless), English Learners, and low-income students were the priority in receiving the following supports:

- Weekly Contact w/ students and parents of students who were chronically absent to gauge additional supports necessary to increase student engagement
- Chromebook and Hot Spot distribution
- Planning for meal distribution
- School Supplies through “Desk in a Box” distribution
- Connection with County Partners to provide additional resources
- Additional outreach by Child Welfare and Attendance Staff, Foster Youth Liaison, counselors, site administrators, teachers, and additional support staff

English Learners

Teachers continued to provide support for students who had been identified as English Learners. School sites communicated the

procedures for administering the English Language Proficiency Assessments for California (ELPAC). Students were either called to the school site on an individual basis for the assessment or they completed the assessment remotely. Staff reached out to parents, as needed, to ensure that students participated in Distance Learning and to see if parents needed assistance supporting their child. Throughout the school year, students continued to receive Designated and Integrated English Language Development support.

Through analyzing local student participation data, examining local implementation data, and reviewing stakeholder feedback, the following successes and challenges were identified for Foster Youth, Students in Transition (homeless), English Learners, and low-income students.

Successes

1. School staff and Child Welfare and Attendance staff were able to maintain ongoing communication about student participation. This allowed families to be informed of available resources for students.
2. Worked with outside agencies to provide resources and supports to homeless families on a consistent basis.
3. Teachers have continued to provide supports to English learners throughout distance learning.

Challenges

1. For some of our homeless families, accessing school resources was a challenge due to lack of transportation and other barriers.
2. For some of our low-income, homeless families, and foster families, providing a consistent quiet place for students to participate in distance learning was a challenge.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
3.1 Maintain a data management system to collect and monitor student achievement data. Reference Action 2.7 to identify funding allocations for software resources.	0	0	Yes
3.2 Provide software resources to school sites to assist with monitoring pupil progress. Provide planning and collaboration time to teachers to adjust instructional strategies based on monitoring student performance data. Reference Action 2.1, 2.2, and 2.7 to identify funding allocations for planning, collaboration, and software resources.	0	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

N/A

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Systematic Approach to Measure Learning Status

For the 2020-2021 school year, staff developed a systematic approach to measure learning status, including English language arts, English language development, and mathematics.

We administered a variety of local measures and statewide standardized assessments to measure student progress. Below we outline the measures implemented:

- **Early literacy:** in grades K-2nd, we administered the Amplify DIBELS assessment to monitor student progress on developing essential reading skills. This tool was administered at the Beginning of the Year, Middle of the Year, and End of the Year, for a total of three administrations.
- **Reading Inventory:** In grades K-12th, we administered the Reading Inventory, which is a computer-adaptive measure of reading proficiency. This tool was administered annually at all sites in 3rd through 6th grade. At some school sites, the Reading Inventory was administered quarterly.

- English Language Arts and Math Benchmarks: In grades K-12, we administered unit / quarterly benchmark assessments to measure student progress in language arts and math.
- Science: In grades 3rd - 8th, we administered science benchmarks quarterly to measure student progress in science.
- Additional Assessments: In various content areas, departments implemented local assessments to measure student progress in various content areas. For example, Foreign Language departments implemented local assessments to measure student progress.

The administration of these assessments varied depending on the mode of instructional delivery in place at the time of assessment, distance learning, hybrid, or in-person instruction. We developed protocols for administering assessments remotely during distance learning. The California Department of Education also identified protocols for administration of statewide assessments during the various modes of instruction.

Benchmarks administered During Distance Learning and Hybrid Model

English Language Arts (ELA):

Required ELA Testing:

- Grades K-2: DIBELS Basic Early Literacy Skills Assessment LNF, NWF and ORF for MOY and EOY
- Grades 3-6: Houghton Mifflin Harcourt (HMH) Unit 2 Fluency, HMH Unit 4 Fluency, HMH Unit 6 Fluency
- Grades 7 and 8: Illuminate Pilot test for all sites
- Grades 9-12: Study Sync benchmarks

Note: K-6 required ELA assessments were administered online individually. Illuminate and Study Sync assessments were administered online in a group setting.

Optional ELA Testing:

- HMH ELA Benchmarks, Reading Inventory, BOY DIBELS (highly encouraged in order to obtain the best growth data by end-of-year).
- Illuminate ELA Pilot for grades 3-5
- Sites participating in elementary Illuminate ELA pilot assessments were not required to administer the HMH Fluency exams.

Math:

Required Math Testing:

- Grades K-5: Dreambox
- Grades 6-8: Illuminate Pilot test for all sites
- Grades 9-12: Illuminate LUSD Benchmarks

Note: K-5 required math assessments were administered online individually. Illuminate assessments were administered online in a group setting.

Optional Math Testing:

- HMH Math Unit Benchmarks, CMP Math
- Illuminate math Pilot for grades 3-5 (K-2 and 9-12 coming soon)
- Sites participating in elementary Illuminate math pilot assessments were not required to administer the HMH math exams.

Student Progress Monitoring Data:

ELA - English Language Arts

- 2020-21 DIBELS Middle Of Year -- Based on the available scores, Lodi USD had the following percent of students in Grade K-2 perform at or above the "At Benchmark" Level:

LNF = 35.2%

NWF = 36.1%

ORF = 48.1%

- 2020-21 HMH Fluency -- Based on the available scores, Lodi USD had the following percent of students in Grades 3-6 perform at or above the "Standards Met" Level:

Unit 2: 70.3%

Unit 4: 66.7%

- 2020-21 HMH ELA Benchmarks - Based on the available scores for the OPTIONAL administration, Lodi USD had the following percent of students in Grades K-6 perform at or above the "Standards Met" Level:

Overall Grades K-6: 33.0%

- 2020-21 Illuminate Grade 7-8 ELA Q2 Illuminate Pilot Test - Based on the available scores, Lodi USD had the following percent of students in Grade 7-8 perform at or above the preliminary initial "Standards Met" Level:

Overall Grades 7-8: 2.82%

- 2020-21 Study Sync ELA Benchmarks Grades 9-12 Unit 2 - Based on the available scores, Lodi USD had the following percent of students in Grades 9-12 perform at or above the "Standards Met" Level:

Overall Grades 9-12: 18.25%

Mathematics

- 2020-21 Dreambox - Based on the available information regarding Dreambox usage, the following percent of students, represents those students who are On Track and Potentially On Track to meet their respective Grade Level Standards by the end of the school year:

Overall students in grades K-5: 36.1%

- 2020-21 HMH Math Unit Benchmarks - Based on the available scores for the OPTIONAL administration, Lodi USD had the following percent of students in Grades K-5 perform at or above the "Standards Met" Level:

Overall Grades K-5: 57.45%

- 2020-21 Illuminate Grade 6-8 Math Q2 Illuminate Pilot Test - Based on the available scores, Lodi USD has the following percent of students in Grades 6-8 perform at or above the preliminary initial "Standards Met" Level:

Overall Grades 6-8: 19.96%

- 2020-21 Illuminate LUSD Benchmarks Grade 9-12 - Based on the available scores, Lodi USD had the following percent of students in Grades 9-12 perform at or above the "Standards Met" Level:

Overall Grades 9-12: 48.44%

Benchmarks and Assessments for In-Person Instruction

When Lodi Unified returned to full in-person instruction, we resumed our normal assessment schedule. The same assessments listed above were used, but will be administered according to Curriculum Pacing Guides. The assessments administered include unit assessments and quarter assessments for math, English language arts and science.

Successes

1. We continued to provide assessments during distance learning to monitor student progress. This included troubleshooting technology and connectivity issues.
2. Primary teachers were able to administer DIBELS online assessment to measure students' early literacy progress.

Challenges

1. Inconsistent participation during distance learning.
2. Distance learning was not the optimal format to administer formative and summative assessments.
3. Generally, a third of students were proficient on assessments administered. This is lower than our goals for student proficiency.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The continuation of all distance learning created social emotional challenges for many students. Teachers and staff were provided professional learning opportunities on how to address challenges and stressors associated with distance learning and how to support students who were struggling. Professional learning topics included mindfulness, self-care, time management, and tips on how to identify students needed additional support. Staff, students, and community members had access to mindfulness, self-care, and suicide prevention resources on the district's website.

The district used a tiered approach to addressing the district's social emotional needs. Social-Emotional Learning (SEL) curriculum and supports were implemented by teachers, counselors, and mental health clinicians.

Teachers and frontline staff used systematic approaches to identify and report students who exhibited or reported symptoms of distress, trauma, or emotional distress. Teachers referred students for additional support whom they felt and/or observed having social or emotional issues. Parents and guardians were able to refer their child for support services if they noticed that their child was struggling with issues such as depression, anxiety, loneliness, or frustration. Global and targeted mental health screeners were used to identify students with potential mental health issues. Students also referred themselves for additional support. Remote services were offered to all students who had been identified through staff referrals, self-referrals, parents/guardians referrals, and screeners that identified struggles with social or emotional issues.

Teachers, School Counselors, School Psychologists, Mental Health Clinicians, School Psychologists, Behaviorist, and support staff connected with students through a variety of technology platforms such as email, text, sites that allowed for live interactive sessions. The coordination of service providers allowed for a synchronized effort to maintain a caseload of students identified as being at high risk for depression, anxiety, or having other emotional issues or challenges. Services that were typically available to students "in person" are being offered to the greatest extent possible through remote supports. Additional access to support was provided to all students after school hours and during school breaks to provide mental health support and recoup missed service opportunities due to distance learning.

Through analyzing student SEL Universal Screener, assessing local implementation data, and reviewing stakeholder feedback, the following successes and challenges were identified for Mental Health and Social and Emotional Well-Being.

Successes

- Counselors implemented Mindful Wednesdays that included a virtual video and activity based on the 5 SEL competencies
- The elementary group worked on developing a comprehensive counseling framework
- Counselors used evidenced based strategies to meet the needs of their students
- Counselors used supplemental resources to strengthen individual and group counseling sessions

- The elementary counseling group established a parent support group that met regularly. There was specific time for English speaking parents and a specific time for Spanish speaking parents
- During Intercession, staff were offered opportunity to participate in social emotional / wellness / self-care professional development sessions. The sessions were well attended and covered a variety of topics to support staff social emotional health.

Challenges

- Some students were not fully engaged via digital platforms
- Some parents declined counseling services during distance learning

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

All students were expected to participate in online live instruction each day and any student who did not participate daily in distance learning (synchronous) was marked absent for each school day for non-participation and efforts from school site staff were made to contact the family and student to inquire why the student was not present for learning. Staff worked with the families to determine how the school can support the student attending distance learning daily. The expectation was that all attendance/engagement was documented daily within the student information system (Aeries) every day, with a daily record being kept of student attendance and engagement with both the school site and Child Welfare and Attendance department staff communicating with families of students who were absent and/or not documented as engaging within daily distance learning opportunities.

Child Welfare and Attendance, the school site, and Student Support Services staff addressed attendance and learning challenges through a tiered approach.

Tier 1

- Absence Data Monitored: Reviewed attendance weekly using Illuminate, monitoring data for trends for students and to identify how many and which students were falling into the different tier levels of needed support.
- Created digital instructional climate that encouraged students to be engaged. Provided an engaging curriculum that drew student to school.
- Sites responded to the needs of students and were ready to assist with technological or health concerns.
- Used Blackboard Connect (Auto dialer) to inform family of each absence. Teacher and/or clerical staff called when students were absent to express concern and develop relationship with parents.

- Generated first Engagement with families.

Tier 2

- Absence Data Monitored: Reviewed attendance weekly and looked for patterns for students who were identified as not engaged, chronically absent, or at risk of becoming chronically absent due to attendance history or history of existing health ailments.
- Child Welfare and Attendance called and/or sent letter to inform family of attendance concerns and evaluated what assistance or next steps were needed. For students with existing medical conditions, nursing staff followed up with family.
- Child Welfare and Attendance, if unable to make contact with family, conducted home visits to residence to identify barriers to attendance such as technology, health, or housing.
- School Counselors developed an action plan consisting of strategies based on age, interest, and other factors for the student. In addition, staff established individual goals and positive recognition. School counselors collaborated with support providers (e.g., nurses, school psychologists and clinicians) to support the needs of students. Lastly, CWA and school counselors monitored students' progress during and after interventions. Staff referred to outside resources as appropriate.
- Examined if the student's attendance rose to the level of chronic absenteeism and a Tier 3 response.

Tier 3

- Absence Data continued to be monitored. Reviewed attendance daily to ensure that students identified for Tier III interventions were in school and engaged daily online.
- Intensive services continued while students participate in distance learning, including making contact with family upon each absence.
- Identified which students and how many have a history of missing 20% or more of school, and were at risk due to other barriers (CPS, juvenile justice, homelessness, etc.)
- Assessed student and family needs and intensify outreach. Determined if the student and their family needed additional support and should be agency involved.

- School counselors provided crisis counseling and short-term solution-focused individual counseling while applying (or reinforcing) trauma-informed restorative practices. They referred students to the school-based mental health clinician or community agency partner(s) for chronic mental/behavioral health related issues and monitored student progress during intervention and post-intervention services.
- Worked with agencies to develop a comprehensive educational plan that also addressed the needs of the student and family.
- Child Welfare and Attendance continued to implement the truancy process (SART/SARB), while working with families to avoid legal consequences to the extent possible.

Successes

- Staff made 24,466 contacts with parents / guardians.
- Staff mailed 21,363 letters to families to conduct outreach regarding student attendance.
- Staff made 1,593 phone calls to parents / guardians in an effort to re-engage students during current school year.
- Staff conducted 1,194 Team Meetings related to attendance.

Challenges

- We saw an increase in families placing their children in homeschool
- We saw an increase in the number of families relocating without notifying their child's school.
- Families reported technical and/or connectivity challenges preventing their children from participating in distance learning.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Reflections on 2019-2020

LUSD Nutrition Services has been serving meals to the students, and community under 18 years of age since March 17, 2020 in a distance learning model. The food service model was a contactless, drive thru grab and go from March to June. This was a convenient service style for those picking up meals who never had to leave their cars, but this distribution method presented challenges to the nutrition service staff. There was no protection from the weather, and staff were exposed to rain, cold, sun and heat for multiple hours a day. Additional shade tents were purchased for intermediate relief and folding tables for service which required additional daily set-up and take down time. All food had to be transported from the kitchen prep/storage locations to the drive thru service area and the extra weight, distance and outside terrain has added wear and tear to the kitchen equipment. Wheels and caster had to be replaced and heavier duty transport dollies purchased. This drive thru service was well received and cars would start lining up well before service would begin and often would block traffic. We had to start adding traffic control or local authorities would assist during service times when available. Frequently, we would run out of food due to demand and did not have a way of forecasting how many to prepare.

Update for 2020-2021

For the start of 2020-21 school year, meal service was relocated to a point of entry close to parking and near the front entrance to the school site. This provided staff with coverage from the elements and easier access to food stores. Food safety was better maintained and items were able to be held in coolers and temperature controlled. Serving at a point of entry also provided more consistent data and internet access which allowed for our POS- Point of Sale computer system to be used to track student meal pick up and better program integrity.

All LUSD enrolled students were mailed a color-coded card that included the student's identification number, site code, service calendar and bar code. This post card was presented by parent, guardian, or student, and scanned to document the received meals. Enrolled students have a student ID that could be used to scan, and track meals served also. This change provided much better program integrity and prevented multiple meal pickups that could not be claimed for reimbursement.

During distance learning, Nutrition Services provided meal distribution three days a week. Monday meal service included Tuesday's meals, Wednesday meal service included Thursday's meals, and Friday included Saturday's and Sunday's meals. Meal service times ranged from 10:30 am to 1:00 pm for all distribution locations, which proved a large window to access meals for those in class. Breakfast and lunch were provided under the Seamless Summer Feeding Option (SSFO) program and snack and after school meal provided under the At-Risk Child and Adult Care Food Program (CACFP). All Federal and state waivers were applied for and were used in the meal distribution as needed. These waivers have been imperative in being able to provide meals and have the students and community participate efficiently and safely. Meals were offered at no charge, in a non-congregate setting and were not consumed on site. The food supplies were inconsistent from vendors and the waivers allowed us the flexibility to substitute and make the needed adjustments in the required meal patterns. Menus focused on using the inventory and stores that were already in route or in storage along with the USDA commodity items that could not be cancelled or stopped.

Meal items were sent home for students and families to heat at home and new shelf stable items procured. Additional labels, recipes, and heating instructions were purchased and developed, as well as new packaging materials to accommodate this new service style of heat at home.

The meals and service model was very well received from our community and the ease and organization got positive verbal feedback during pickup and distribution. Site staff and administration also commented verbally of the positive impact to their students and were able to partner with our distribution times/day to distribute classroom materials.

Meals Served (Breakfast, Lunch, Snack, Supper) from March 2020 – June 2020: 785,000

Meals Served (Breakfast, Lunch, Snack, Supper) from July 2020 – February 2021: 3.6 million

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	4.1 Provide Social Emotional Learning Curriculum and Resources for schools to implement in grades K-8. Additional details provided in Mental Health and Social and Emotional Well-Being.	600,000	413,691	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Lodi Unified defines "substantive differences" as an action or service that was either not implemented or there was a difference in the budgeted amount and the actual expenditures of more than \$500,000. While action 4.1 did not have substantive differences between budgeted and estimated actual expenditures, the expenditures were lower than projected. We were able to take advantage of additional funding sources to expand availability of Social-Emotional Learning Curriculum.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

During Distance Learning in 2020-2021, the following outline some of the lessons learned:

- Access to one-to-one devices and internet connectivity is a necessity.
- Ongoing teacher training related to various instructional delivery models should continue to be a focus in future years.
- Access to appropriate instructional technology applications can help accelerate student learning.
- Social-emotional learning supports are necessary to support and enhance learning.
- Time management skills for teachers and staff during distance learning is key.
- Targeted tiered interventions can help address learning gaps.
- Adherence to updated health guidance is key to safety of students and staff.
- Ongoing communication with school community was critical due to the ongoing changes occurring throughout the pandemic.

During distance learning, staff confirmed the actions and services included in our previous LCAP continued to be appropriate. In the development of goals and actions for the 2021-2024 LCAP, we will continue to focus on teacher training, access to technology, social-

emotional learning supports, and targeted tiered interventions. In addition, staff will continue to provide appropriate technology tools to enhance learning and diagnose student progress.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue administering local assessments to measure student progress throughout the year. Assessments vary by grade level with additional assessments specific to English Learners and special education students. For pupils with unique needs, including foster, English learners, homeless, and low income, ongoing formative and local assessments will guide the development of tiered interventions. Summative state assessments administered during 2020-2021 school year will provide a more accurate measure of student academic standing. Disaggregated student data on both local assessments and summative state assessments will be used to identify ongoing student needs during the 2021-24 LCAP. Specific attention will be made to pupils with unique needs, including English learners, homeless, foster, and low income students, to ensure actions and services address pupil learning loss and provide accelerated learning opportunities for these student groups.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All substantive differences are described in the previous sections of this document.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Analysis of data points identified in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan confirm student outcomes have declined. Student engagement during distance learning was difficult. While staff implemented tiered outreach interventions for disengaged students and students with unique needs, not all students were responsive to outreach efforts. As a result of our analysis of lessons learned during distance learning, we will implement supports identified in the 2021-2024 LCAP.

After meeting with stakeholders, staff confirmed many of the actions and services included in our previous LCAP continued to be appropriate. There were also some needs identified by reviewing student outcomes and analyzing stakeholder feedback, including an increased need for social-emotional learning supports and supplemental interventions. In the development of goals and actions for the 2021-2024 LCAP, we will continue to focus on teacher training, access to technology, social-emotional learning supports, and targeted tiered interventions. In addition, staff will continue to provide appropriate technology tools to enhance learning and diagnose student progress. Specific attention will be made to pupils with unique needs, including English learners, homeless, foster, and low income students, to ensure actions and services address pupil learning loss and provide accelerated learning opportunities for these student groups. As a result of the COVID-19 Pandemic, stakeholders indicated a need for additional social-emotional learning supports and supplemental interventions. The actions and services for the 2021-2024 LCAP will be adjusted to meet these additional needs, including actions 1.5, 1.12, 1.17, 3.1, and 3.3. Additional supplemental interventions will be provided through action 1.5 and 1.17. Increased social-emotional learning supports will be provided through action 1.12, 3.1, and 3.3.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	349,040,553.00	335,719,588.00
Base	212,524,873.00	187,047,182.00
Federal Funds	33,120,683.00	48,217,400.00
Special Education	56,493,146.00	61,937,031.00
Supplemental	46,901,851.00	38,517,975.00
	46,901,851.00	38,517,975.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	349,040,553.00	335,719,588.00
1000-1999: Certificated Personnel Salaries	321,487,041.00	134,747,356.00
2000-2999: Classified Personnel Salaries	21,164,831.00	48,352,369.00
3000-3999: Employee Benefits	0.00	83,064,619.00
4000-4999: Books And Supplies	5,390,815.00	24,136,876.00
5000-5999: Services And Other Operating Expenditures	182,000.00	36,341,553.00
5800: Professional/Consulting Services And Operating Expenditures	815,866.00	659,741.00
6000-6999: Capital Outlay	0.00	3,528,957.00
7000-7439: Other Outgo	0.00	4,888,117.00
	0.00	4,888,117.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	349,040,553.00	335,719,588.00
1000-1999: Certificated Personnel Salaries	Base	194,182,611.00	83,501,305.00
1000-1999: Certificated Personnel Salaries	Federal Funds	33,120,683.00	4,196,677.00
1000-1999: Certificated Personnel Salaries	Special Education	56,493,146.00	25,902,515.00
1000-1999: Certificated Personnel Salaries	Supplemental	37,690,601.00	21,146,859.00
2000-2999: Classified Personnel Salaries	Base	14,681,220.00	25,194,529.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	5,873,566.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	13,498,024.00
2000-2999: Classified Personnel Salaries	Supplemental	6,483,611.00	3,786,250.00
3000-3999: Employee Benefits	Base	0.00	39,803,656.00
3000-3999: Employee Benefits	Federal Funds	0.00	21,138,835.00
3000-3999: Employee Benefits	Special Education	0.00	13,879,948.00
3000-3999: Employee Benefits	Supplemental	0.00	8,242,180.00
4000-4999: Books And Supplies	Base	3,494,042.00	16,473,289.00
4000-4999: Books And Supplies	Federal Funds	0.00	4,105,100.00
4000-4999: Books And Supplies	Special Education	0.00	359,763.00
4000-4999: Books And Supplies	Supplemental	1,896,773.00	3,198,724.00
5000-5999: Services And Other Operating Expenditures	Base	167,000.00	17,971,918.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	9,669,225.00
5000-5999: Services And Other Operating Expenditures	Special Education	0.00	7,313,546.00
5000-5999: Services And Other Operating Expenditures	Supplemental	15,000.00	1,386,864.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	815,866.00	659,741.00
6000-6999: Capital Outlay	Base	0.00	1,935,800.00
6000-6999: Capital Outlay	Federal Funds	0.00	1,501,415.00
6000-6999: Capital Outlay	Supplemental	0.00	91,742.00
7000-7439: Other Outgo	Base	0.00	2,166,685.00
7000-7439: Other Outgo	Federal Funds	0.00	1,732,582.00
7000-7439: Other Outgo	Special Education	0.00	983,235.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
7000-7439: Other Outgo	Supplemental	0.00	5,615.00
		0.00	5,615.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	340,562,777.00	329,647,108.00
Goal 2	912,438.00	756,582.00
Goal 3	7,565,338.00	5,315,898.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$16,125,000.00	\$9,283,433.00
Distance Learning Program	\$21,800,000.00	\$22,810,043.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$600,000.00	\$413,691.00
All Expenditures in Learning Continuity and Attendance Plan	\$38,525,000.00	\$32,507,167.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,125,000.00	\$9,283,433.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,125,000.00	\$9,283,433.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$14,000,000.00	
Distance Learning Program	\$21,800,000.00	\$22,810,043.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$600,000.00	\$413,691.00
All Expenditures in Learning Continuity and Attendance Plan	\$36,400,000.00	\$23,223,734.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lodi Unified School District	Dr. Cathy Washer Superintendent	cwasher@lodiUSD.net 209-331-7010

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Lodi Unified School District (LUSD) is a large public school district located in the Central Valley of Northern California. The district currently enrolls 28,581 non-charter students in grades pre K-12, and operates 48 school sites, including 33 elementary schools, 6 middle schools, 4 comprehensive high schools, and 2 continuation schools. Although the district is designated as urban (large city), the district boundary encompasses 350 square miles and is geographically diverse, spanning the City of Lodi, the large urban community of north Stockton, and the suburban and rural fringe communities of Acampo, Clements, Lockeford, Victor, and Woodbridge. Within the overall district population, 45.7 percent of students are Hispanic or Latino, 19.4 percent are White, 18.0 percent are Asian, 6.9 percent are African American, 3.6 percent are Filipino, 2.7 percent are Two or More Races, 0.7 percent are Pacific Islander, 0.4 percent are American Indian or Alaskan Native, and 2.6 percent chose not to report a race.

The neighborhoods and communities located within district boundaries have experienced substantial population growth in recent years accompanied by shifts in demographic composition. School populations have become more racially and culturally diverse and the number of foreign-born residents, including migrant and refugee populations, has increased.

English Learners comprise 19.7% of the district's school-age population with Spanish, Hmong, Urdu, Cambodian, and Vietnamese as the most commonly spoken non-English languages.

The district also enrolls a significant percentage of students who are socio-economically disadvantaged, which places them at risk for educational disparities. Currently, the eligible socio-economically disadvantaged student percentage (68.8%) districtwide significantly exceeds the statewide rate (60.9%). The population served by LUSD schools is also economically divided along racial and ethnic lines. Specifically, about 35.8 percent of White family households residing within the Stockton-Lodi Metro Area are living at or below the poverty level, compared to 10.2 percent of Asian households, 8.1 percent of African-American households, and 35.3 percent of Hispanic households.

Lodi Unified serves 183 Foster students, 0.65% of the student population.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state indicators (California School Dashboard-2019/Lodi Unified) and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, LUSD has demonstrated the following successes:

Graduation Rate for All Students increased (+4.2%) to 89.8% from 85.6% for a Performance Level of Green.

English Language Arts for All Students increased (3 points) to 15.7 points below standard from 18.7 points below standard for a Performance Level of Yellow.

English Learner Progress metric on dashboard indicates 45.6% of students making progress toward English language proficiency.

LUSD attributes this success to high quality teachers (1.3, 1.4, 1.6, 1.9, 1.11, 1.13. & 2.4), instructional supports (1.1, 1.10, 1.14, 1.15, & 1.18), and interventions (1.5 & 2.3). The district will continue to provide professional development for designated and integrated ELD along with social emotional support.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard-2019 for Lodi Unified does not indicate any State Indicator at the red level. However, the Chronic Absenteeism, Suspension Rate, College & Career, and Mathematics indicators are all at the Orange level.

Based on a review of performance on the state indicators (California School Dashboard-2019/Lodi Unified) and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, LUSD has demonstrated the following:

Chronic Absenteeism = Orange Overall: with a Status of High and a change of Maintained at -0.3% from 13.2% Chronically Absent Students for 2018 Dashboard to 12.9% Chronically Absent Students for 2019 Dashboard.

Suspension Rate = Orange Overall: with a Status of High and a change of Increased at +0.4% from 4.8% Suspended Students for 2018 Dashboard to 5.2% Suspended Students for 2019 Dashboard.

College & Career = Orange Overall: with a Status of Medium and a change of Decreased at -3.4% from 39.0% College & Career Prepared Students for 2018 Dashboard to 35.6% College & Career Prepared Students for 2019 Dashboard.

Mathematics = Orange Overall: with a Status of Low and a change of Maintained at +1.7% from 50.9 Points Below Standard for 2018 Dashboard to 49.2 Points Below Standard for 2019 Dashboard.

Performance Gaps

The following groups were identified to have a performance gap between the performance overall district-wide and the performance of the subgroup.

Graduation Rate

Foster Youth performed at the Red level, which was three levels below the overall graduation rate level of Green.

Students With Disabilities performed at the Red level, which was three levels below the overall graduation rate level of Green.

English Language Arts

Homeless students performed at the Red level, which was two levels below the overall English Language Arts level of Yellow.

Steps Taken to Address Identified Needs

LUSD will continue to provide services to address ELA and Mathematics by providing instructional supports (1.1, 1.6, 1.10, 1.14, 1.15), trained teachers and support staff (1.3, 1.4, 1.11, 1.13, 2.4, 3.3), instructional coaching support (2.4), common core materials (1.1, 1.2), intervention support(1.5, 2.3).

LUSD will continue to provide services to address chronic absenteeism by providing social/emotional supports (1.5, 1.12, 3.1, 3.2, 3.3).

Steps Taken to Address Performance Gaps

LUSD will provide instructional supports (1.1,1.6, 1.10, 1.14, 1.15), social/emotional supports (1.5, 1.12, 3.1, 3.2, 3.3), counseling (1.12), and intervention support (1.5, 2.3) to address graduation performance gaps for the following groups: foster youth and students with disabilities. LUSD has revised services to Students with Disabilities and has created a diploma pathway for Special Education students to increase graduation rate for Students with Disabilities (1.16).

LUSD will provide instructional supports (1.1,1.6, 1.10, 1.14, 1.15), social/emotional supports (1.5, 1.12, 3.1, 3.2, 3.3), counseling (1.12), and intervention support (1.5, 2.3) to address performance gap in English Language Arts for the homeless student group.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features of our current LCAP fall into several large category. Our primary focus is to provide sufficient base program and instruction to our students enabling them to be proficient on grade level and specific content standards. This is accomplished through a multifaceted approach. Along with providing instruction and appropriately aligned materials, our teachers receive professional development on Common Core State Standards, high yield instructional strategies, English language development and technology. The intent of the professional development is to provide teachers and staff with knowledge to select and use the most appropriate instructional strategies as part of good first teaching.

After utilizing good first teaching and high yield instructional strategies, interventions are the focus. With interventions there is a focus on both academic and those that focus on student engagement. Focusing on interventions in English language arts, mathematics and English language development is a major component of the district LCAP. Along with academic interventions, the district is focused on interventions that focus on student engagement to reduce suspensions, expulsions and creating an environment that focuses on the social emotional needs of the student and teacher.

Finally, technology is also a major focus for our LCAP. As part of the Common Core State Standards there is a much greater focus on technology. Technology is a major focus and emphasis of new curriculum materials. There is a great need for professional development on technology and how and when to use it appropriately. Included in this is the need to prepare our students with the ability to demonstrate their knowledge on state tests. This not only involves instructional content but also the ability to maneuver in and around the technology.

Actions have been written to address the key features of effective instruction, intervention, technology, and college and career readiness to include Career Technical Education (CTE). Goals 1 primarily addresses effective instruction, professional development and curriculum designed to meet the needs of all students, including English Learners. Goals 2 and 3, along with Goal 1 address interventions with actions written to allow for data collection and monitoring to identify specific academic and social emotional needs of students. All three goals include actions addressing technology and digital literacy.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Clairmont - Low Performing
Live Oak - Low Performing
Delta Sierra - Low Performing
Liberty - Graduation Rate

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

In May of 2020 Lodi Unified School District staff and San Joaquin County Office of Education (SJCOE) staff met with principals from each school eligible for Comprehensive Support and Improvement (CSI) to begin supporting the development of the CSI School Plan for Student Achievement (SPSA) for each school. Due to the cancellation of the 2020 California Dashboard, Comprehensive Support and Improvement sites will remain the same for the 2021-2022 school year. In May of 2021 Lodi Unified School District staff and SJCOE will meet with principals again to review successes and challenges regarding CSI School Plan Implementation. Lodi Unified and SJCOE staff will complete the following steps with each CSI School to support the development of their CSI school plan:

Step 1: Identify school level leadership team. This team will help conduct the needs assessment, provide feedback on the professional learning plan and monitor progress throughout the year. The Team will include the following groups:

- School Site Council (SSC) Membership
- Grade level instructional leaders
- School administration

Step 2: Conduct a needs assessment by reviewing school level data; this will include reviewing the strengths and growth areas across the following data sources:

- 2019 CA School Dashboard data
- Detailed 2018 and 2019 CAASPP Smarter Balanced data
- Local assessments from the 2019 - 2020 and 2020 - 2021 school years.
- Suspension, attendance and graduation data from the 2019 - 2020 and 2020 - 2021 school years.

Step 3: Conduct school wide walk through and evaluate the effectiveness of current initiatives with school site community, this will include using the following protocols:

- Classroom observation protocol
- Improvement science root causes analysis tools and protocols

Step 4: Identify school focus area and discuss with school community, this will include:

- Narrowing the focus area to one measurable student learning goal, which will complement the four goals that each site already develops in their school plans
- Identifying initiatives already in place to address additional areas of need and capturing that work in the school plan

Step 5: Create a 2021 - 2022 professional learning plan to address the focus area using evidence-based interventions, this includes:

- School site staff evaluating what professional learning strategies have impacted student learning in previous school year
- Identifying time and space for professional learning and follow up
- School staff will learn about evidence-based interventions from the SJCOE staff using the CDE website, which will inform what professional learning they decide on for the 2021 - 2022 school year <https://www.cde.ca.gov/re/es/evidence.asp> Staff used this resource to determine if the professional learning they wanted to implement was evidence based.

Step 6: Identify end of year goal and benchmarks to monitor throughout the 2021 - 2022 school year. This includes:

- Creating a calendar for monitoring the effectiveness of the professional learning
- Creating data analysis tools for the school leadership team to use so they can reflect on progress towards their goals
- Identifying what data source the school sites wants to use for progress monitoring
- Identifying benchmarks by backwards mapping from the end of the year goal

Step 7: Implement the professional learning plan and monitor progress through a continuous improvement process over the 2021 - 2022 school year.

Resource inequities are identified during Step 2 and 3. SJCOE staff will assist school sites in determining areas of need specific to each site by reviewing past initiatives and gaps in achievement among student groups. This analysis will illuminate any barriers to access that might affect a student group from fully benefiting from a targeted intervention or school wide program. The SPSA will capture those reflections. Lodi Unified will hold large group meetings with Title I principals and principals of CSI schools during the 2021 - 2022 school year. These meetings will support the development of each site's full SPSA.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To monitor the effectiveness of each CSI plan, district personnel and SJCOE will meet quarterly with each CSI site team to review several pieces of data. The data will include: current reading and math data collected from local benchmarks, suspension data, attendance data, and progress toward graduation data. The data will align to the school goals and focus area in their school plan. In this review the team will analyze strengths and areas for growth across grade levels. It will also include looking at progress and gaps across student groups. The team will also analyze the Fall 2021 Dashboard data when it is released, since 2020 California School Dashboard was cancelled. The school leadership team with SJCOE and district personnel will conduct instructional walk throughs to monitor implementation twice throughout the year. The walk throughs will align with the professional learning plan and will help determine if professional learning is making an impact on classroom instruction. Qualitative data collected during the walk throughs will include observations of teacher and student actions during the lesson and any student testimonials collected from informal interviews during the walk throughs. This will include use of a SJCOE created walk through evidence collection tool with a team debrief of trends and next steps after each walk through.

To evaluate the effectiveness of each CSI plan, the school team, district and SJCOE personnel will come together and review all the data from throughout the year. The team will make recommendations on what elements of the plan to keep or disband for the following year. Educational Support Services will monitor CSI expenditures.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Lodi USD LCAP Planning Committee, consisting of the Superintendent and six representatives from the budget and curriculum departments, provided training and information to all stakeholders, oversaw the gathering of input, shared critical information through updates and follow-up meetings, and produced the LCAP document. The stakeholder engagement process during the LCAP process included the following:

- LUSD parents, students, staff, community, teachers, principals, and other school personnel had the opportunity to participate in meetings of our District Advisory Committee (DAC) and District English Learner Advisory Committees (DELAC). At several DAC and DELAC Meetings, stakeholders had the opportunity to learn about the LCAP Process, participate in discussions related to actions and services provided through 2019-2020 LCAP in LUSD, and provide input to guide LCAP development.
- LCAP Meetings were held with bargaining groups to gather stakeholder input regarding actions and services to be included in the 2021-2022 LCAP. The input provided by bargaining groups was used to guide LCAP development.
- Parents, students, community members, principals, teachers, and staff members were invited to participate in our LCAP Thought Exchange to gather additional feedback. Through this survey staff were able to provide input related to actions and services for the 2021-2022 LCAP.
- LCAP Community Forum was held to invite community members to learn more about the LCAP Process and to provide input to help guide the development of the 2021-2022 LCAP.

Parent Input

Each of the committees offered the opportunity for parents to give input.

- The DAC and DELAC Committees were consulted and were able to provide input to help guide the development of our LCAP.
- LCAP and LCP Information was shared with all stakeholders in various formats.
- During each meeting, an update on the implementation of the 2019-2020 LCAP and 2020-2021 Learning Continuity Plan (LCP) was given. Input from those present was taken. Questions regarding LCFF funding and LCAP / LCP Actions and Services were responded to during the meetings. Available data relevant to the LCAP Actions and Services was also shared.
- LUSD parents participated in the DAC and DELAC. Each of the committees offered an opportunity for parents to give input.
- Surveys to parents, students, and all employees, evaluated the district implementation of the eight state priorities.

Bargaining Group Input

Meetings were held with our various bargaining groups to provide LCAP Training.

- Bargaining Groups were consulted and were able to provide input to help guide the development of our LCAP.
- 2019-2020 LCAP and 2020-2021 LCP Information was shared with all stakeholders in various formats.
- During each meeting, an update on the implementation of the 2019-2020 LCAP and 2020-2021 LCP was given. Input from those present was taken. Questions regarding LCFF funding and LCAP / LCP Actions and Services were responded to during the meetings. Available data relevant to the LCAP Actions and Services was also shared.

Special Education Local Plan Area (SELPA)

Through ongoing Cabinet and Instructional Team Meetings, SELPA staff were consulted regarding development of the 2021-2022 LCAP.

Timeline

During the month of February, LUSD staff met with stakeholder groups through virtual Zoom sessions. During virtual meetings with parents and community members, LUSD staff provided training and information to parent and community groups and oversaw the gathering of input.

The following highlight the LCAP parent and community meetings scheduled in February:

- District Advisory Council on February 1, 2021 (Parents, Students, Community, Teachers, Principals, Other School Personnel)
- District English Learner Advisory Council on February 3, 2021 (Parents, Students, Community, Teachers, Principals, Other School Personnel)
- Community Input Meeting on February 11, 2021 (Parents, Students, Community, Teachers, Principals, Other School Personnel)

In addition to the meetings identified above, LUSD staff presented to DAC and DELAC Committees on topics related to LCAP actions and services during meetings scheduled throughout the 2020-2021 school year.

In addition to meeting with parent and community groups, LUSD staff conducted virtual meetings with bargaining group representatives during the first two weeks of February. The bargaining group meetings were held on the following dates:

- Lodi Education Association on February 3, 2021
- Lodi Unified Supervisors Group on February 4, 2021
- California School Employees Association on February 8, 2021
- Lodi Pupil Personnel Association on February 9, 2021
- LUSD Administrators Association on February 11, 2021

Survey

Stakeholders were provided an opportunity to provide feedback through participation in our LCAP ThoughtExchange survey conducted from February 1 through February 12. Survey links were sent to parents, students, community, teachers, principals, other school personnel

Board Study Session

After analyzing and synthesizing stakeholder feedback, a Board Study Session was conducted on Tuesday, March 9 to present stakeholder feedback to our LUSD Board. Representatives from each bargaining group were invited to attend the Board Study Session to provide additional information. Parents, students, community members, teachers, principals, and other staff also had the opportunity to provide input during the public comment portion of the Board Study Session.

Draft documents of the 2021-2022 LCAP were developed and LUSD staff invited parent and community groups to review the document and provide additional feedback during virtual meetings for DAC on April 26, 2021 and DELAC on April 28, 2021. Drafts of the LCAP document were shared on our district Website. During the months of April and May, stakeholders were invited to provide additional feedback to assist in LCAP Development.

During a Public Hearing at a regularly scheduled Board Meeting on June, 1, 2021, staff presented the LCAP to receive additional feedback. Stakeholders were invited to provide additional feedback during Board Meeting. After making recommended revisions to LCAP, the

document will be presented for approval during the regularly scheduled Board Meeting on June 15, 2021.

A summary of the feedback provided by specific stakeholder groups.

After collecting stakeholder feedback, staff analyzed the data to identify commonalities among the various stakeholder groups. The stakeholder feedback information collected included input from Parents, Students, Community, Teachers, Principals, and Other School Personnel. There were several areas where stakeholders supported additional actions and services, including:

- Social-emotional supports for students
- Academic interventions
- Professional development for classified and certificated staff
- Enrichment activities for students

After analyzing stakeholder feedback and comparing identified needs to actions and services included in prior LCAP, staff recommended to continue most actions and services from the 2019-2020 LCAP. There was also a recommendation to provide additional interventions and social emotional learning supports.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on stakeholder input, including the School Board, it was determined to continue most actions and services for the 2021-2022 LCAP. There were two areas where revisions were recommended: a) Due to learning loss, there will be an increased need for intervention supports and b) Provide additional supports for Social-Emotional Learning. The following actions have been adjusted to provide increased intervention supports: 1.5 and 1.17. The following actions have been adjusted to provide additional social-emotional learning supports: 1.12, 3.1, and 3.3. Metrics were updated to align with current data sources such as the CA School Dashboard and ELPAC.

Goals and Actions

Goal

Goal #	Description
1	LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

An explanation of why the LEA has developed this goal.

Data reviewed to identify needs under Goal 1 were:

- Williams report – 100% compliant in Common Core aligned or standards based instructional materials, no discrepancy in facilities and instructional materials, and six teacher vacancies and no complaints received.
- Williams Report - 1% of teachers mis-assigned or not fully credentialed.
- English Learner Authorization report – seven teachers not properly authorized
- Professional Development schedules
- School Site Master Schedule and Classroom Schedules
- English Learner Progress Indicator
- Reclassification rate
- Advanced Placement scores
- All schools are offering required courses
- Classroom schedules address mandated minutes
- A-G Completion
- Enrollment in Career Technical Education
- Career Technical Education Pathway Completers

After completing the review of data, LUSD has identified the following needs:

- Ensure that all classrooms have teachers who are properly credentialed and appropriately assigned
- Ensure that all teachers have an appropriate EL authorization
- Ensure all students have access to Common Core materials
- Ensure that all teachers are highly trained to deliver instruction aligned to Common Core, including technology
- Ensure that all teachers are trained to deliver Integrated and Designated ELD
- Ensure access for all students to enroll in a broad course of study
- Ensure that all facilities are maintained in accordance with industry standards
- Continue monitoring English Learners progress toward meeting Reclassification criteria
- Continue to decrease the number of Long Term English Learners
- Ensure High School students receive appropriate instruction and support to enroll and complete A-G, Advanced Placement, and CTE Pathways.

- Ensure that students follow a CTE sequence of courses and complete CTE Pathways
- Increase the number of Completers in Career Technical Education Pathways
- Increase enrollment in Career Technical Education classes, the number of CTE Pathway completers, the number of Pathways offered at each comprehensive high school, the number of industry certifications earned by students, the number of students participating in Career Technical Education student organizations, and the number of students participating in Work-Based Learning / Externships, and the number of students earning articulated college course credits.

The following State Priorities are addressed by this goal:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An analysis of available data in input received from stakeholder identified two concerns regarding metric 1A: a) in 2019-2020 1% of teachers were not appropriately assigned and fully credentialed and b) 7 teachers were mis-assigned. Actions 1.3, 1.4, and 1.13 will continue to provide resources to address these concerns. For priority 8, the data related to Other Pupil Outcomes shows we need to focus on increasing the number of students achieving the State Seal of biliteracy. For the remaining metrics within basic services in Priority 1, the implementation of academic content and performance standards in Priority 2, pupil achievement in Priority 4, or access to a Broad Course of Study in Priority 7, there weren't any identified concerns or needs based on analysis of available data and input received from stakeholders. The metrics described below were selected to ensure that the progress we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas and reflect input from students, teachers, staff, site administrators, and school site councils. Input received from stakeholders through the LCAP Development Process indicates a desire to continue maximizing access to academic core for all students, provide enrichment opportunities, Career Technical Education, and prepare students to be college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Teachers Credentialing and Assignments Percentage of teachers appropriately assigned and fully	99% (2019-2020 Williams Report)				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed according to Williams Report.					
1A. Teachers appropriately assigned and fully credentialed Number of teacher mis-assignments and vacancies according to Williams Report.	7 teachers (2019-2020)				0 teachers
1B. Access to Instructional Materials Percentage of students provided with instructional materials in all content areas for all students, as verified by the Board approved textbook sufficiency report.	100% (2020-2021)				100%
1C. Facilities are maintained. Percentage of facilities identified by the Facility Inspection Tool (FIT) to be in	100% (2020-2021)				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
good repair as verified by the Williams report.					
2A. Implementation of State Standards Percentage of teachers were properly trained to deliver Common Core standards-based instruction in ELA / Math in the classroom, including Integrated and Designated English Language Development as verified by site and district observations, and Professional Development System (PDS) records.	100% (2019-2020)				100%
2A. Implementation of State Standards and services for ELs Percentage of students received Common Core standards- based instruction in ELA / Math, including Integrated and Designated English	100% (2019-2020)				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Language Development as verified by principal walkthroughs and PLC visits.					
4B. A-G Completion Percentage of Pupils who meet A-G completion requirements according to California Dashboard.	20.1% (2020 Dashboard)				30%
4C. Career Technical Education Percentage of pupils who successfully completed CTE Pathways or programs of study aligned with SB approved CTE Model Standards and Frameworks according to California Dashboard.	11.5% (2020 Dashboard)				18%
4D. Completed both A-G and CTE Percentage of pupils who successfully completed both A-G	4.7% (2020 Dashboard)				10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completion requirements and CTE Pathways.					
4E. EL progress (ELPAC) Percentage English Learners who make progress toward English proficiency as measured by the ELPAC according to the California Dashboard.	45.6% (2019 Dashboard)				55%
4F. EL Reclassification Rate Percentage of English Learners who were reclassified according to locally collected English learner reclassification data.	11.4% (2019-2020)				18%
4G. AP Exams Percentage of pupils who pass an AP exam (3+) according to DataQuest.	66.4% (2019-2020)				75%
7A. A broad course of study	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students K-12 had access to and enrolled in a broad course of study as described in Education code 51210 and 51220 and verified by class/Master schedules. A broad course of study was provided to all students including:</p> <ul style="list-style-type: none"> • ELD daily for English Learners • Foster Youth 	(2019-2020)				
<p>8A. Other pupil outcomes if available, for courses described under EC sections 51210 and 51220 (a)-(i), as applicable</p> <p>Percentage of students who received State Seal of Biliteracy as reported on Dashboard.</p>	<p>5.2%</p> <p>(2020 Dashboard)</p>				10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Adoption and Implementation	Purchase and support Common Core state standards based materials and textbooks in all areas of instruction. <ul style="list-style-type: none"> • Curriculum Professional Development • Instructional materials 	\$1,249,549.00	Yes
2	Management and Inventory Support	Management and inventory support of all Common Core state standards based materials and textbooks.	\$42,944.00	Yes
3	Professional Development Opportunities	Supplemental Professional Development opportunities for certificated/classified staff <ul style="list-style-type: none"> • Content area topics above and beyond core training • English Language Development • Access to Core • Differentiated Instruction • Technology 	\$2,256,479.00	Yes
4	Professional Development for English Learner Support	Professional Development targeting English Learner support.	\$117,813.00	Yes
5	Supplemental Interventions and Supports	Supplemental intervention opportunities K-12 for students, based on assessment data. <ul style="list-style-type: none"> • Language, literacy, mathematics intervention • Summer School • After School intervention 	\$4,048,968.00	Yes
6	AVID-like Strategies	Implement AVID-like strategies or AVID program with target groups.	\$426,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Maintain Class Size Reduction	Maintain class size in grades K-12 to increase student/teacher contact time. (Grades K-3 24:1, grades 4-6 30:1, grades 7-12 31:1)	\$13,625,250.00	Yes
8	Facilities Maintenance	Qualified and trained personnel will maintain facilities based on industry standards to enhance the learning environment.	\$10,982,290.00	Yes
9	Technology Devices for Staff and Students	Supply a variety of pupil devices, teacher devices and other technology resources to support a 5-year or industry standard refresh cycle of technology resources.	\$2,000,000.00	Yes
10	Additional Supports for English Learner / Reclassified Students	English Learner / Reclassified students will be monitored and additional supports will be provided as needed. District staff will share information with site leaders and teachers related to State Seal of Biliteracy criteria.	\$1,009,641.00	Yes
11	LUSD Core Staffing	The LUSD core program provides staff, services and systems that support the three Local Control Accountability Plan Goals of the Lodi Unified School District. This includes ensuring that highly qualified staff, and support structures/systems are in place that include teachers, classified, administration, district office staff, support and operations staff. Also provides additional support services for students.	\$165,355,071.00	No
12	Social-Emotional Support & Wellness	Implement social-emotional learning supports through counseling services and other supports.	\$1,242,537.00	Yes
13	New Teacher Support	Students receive instruction from appropriately credentialed teachers.	\$324,803.00	Yes

Action #	Title	Description	Total Funds	Contributing
14	Bilingual Paraprofessionals	Bilingual paraprofessionals will provide primary language support during content instruction (integrated ELD)	\$3,299,367.00	Yes
15	Career Technical Education	Review and revise district Career Technical Education courses and offerings to increase enrollment based on past student enrollment trends, local labor market demands, and current Industry Sector standards. We will continue to expand Industry Sector Pathway offerings at each high school site. We will continue to review the curriculum annually with our Advisory Committees that include: Industry Partners, CTE Teachers, Articulating College Professors, parents, students, Lincoln Technical Academy administrators. The Advisory Committees will continue to review and provide feedback on the course curriculum, work-based learning opportunities, and industry specific developments that could affect the curriculum and equipment needed to remain current in order to prepare students for the local labor market needs. Focused efforts will be made to recruit and retain students of special populations in Career Technical Education Courses and Pathways, including a) English Learners, b) students with disabilities, c) foster youth, d) students of military families, and e) socioeconomically disadvantaged.	\$2,312,112.00	Yes
16	Special Education	Special education services are provided to students based on their individual identified need. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school beyond what is available in the traditional classroom.	\$68,226,896.00	No
17	State and Federal Grants	Restricted Federal and State funds will be used to supplement the base program. Guidelines will be followed to ensure appropriateness of expenditures.	\$34,113,008.00	No

Action #	Title	Description	Total Funds	Contributing
18	LUSD Supplemental Staffing	See Action 1.11	\$4,285,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.

An explanation of why the LEA has developed this goal.

Data reviewed to identify needs under Goal 2 were:

- CA School Dashboard
- Early Assessment Program scores for College Readiness

After completing the review of data, LUSD has identified the following needs:

- Ensure students meet proficiency in literacy and mathematics, and have increased access and use of technology
- Continue to monitor ELA and Math progress of students with disabilities

The following State Priorities are addressed by this goal:

- Priority 4: Pupil Achievement (Pupil Outcomes)

Analysis of student performance on Pupil Achievement in Priority 4 show there are several areas in need of improvement. Input received from stakeholders through the LCAP development process indicates a desire to increase student proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. We will address the identified needs through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Statewide assessments	29.7%				50% (ELA Benchmarks)
Percentage of students meeting Standards and Above in ELA and Math on District Benchmarks.	(2019-2020 ELA Benchmarks) 59.3% (2019-2020 Math Benchmarks)				68% (Math Benchmarks)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Statewide assessments (SBAC) Points below standard in ELA and Points below Standard in Math on Smarter Balanced Assessments	15.7 points below standard in ELA 49.2 points below standard in Math (2019 Dashboard)				9 points below standard in ELA 40 points below standard in Math
4H. College Preparedness Percentage of pupils who participate in & demonstrate college preparedness on assessment (SBAC) according to California Dashboard	21.8% Ready in ELA 12.0% Ready in Math (2018-2019)				27% Ready in ELA 17% Ready in Math

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Management System	Implement data management system to collect and monitor student achievement data. School staff will use student achievement data to make adjustments to instructional practices and plan tiered interventions to address student deficits. Subgroup data will be analyzed to ensure all students are making adequate progress.	\$285,129.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Monitor Supplemental Student Achievement Data	District support staff will collect and monitor supplemental student achievement data. Support staff will work with site administrators and school staff to provide professional development related to using data to drive instruction.	\$115,358.00	Yes
3	Enrichment Opportunities at High Schools	High Schools will implement intervention and enrichment in all content areas. Intervention and enrichment opportunities will be designed to help improve pupil preparedness on state assessments according to California Dashboard.	\$507,249.00	Yes
4	Supplemental Coaching Support	Implement supplemental coaching support K-12.	\$96,909.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

An explanation of why the LEA has developed this goal.

Data reviewed to identify needs under Goal 3 were:

- School Attendance Review Board data for Chronic Absenteeism
- School Attendance rates
- High School Drop-out rate
- High School Graduation rate
- Suspension rate
- Expulsion rate
- Middle School Dropout Rate
- California Dashboard

After completing the review of data, LUSD has identified the following needs:

- Continue monitoring of student attendance, graduation, suspension and expulsion rates, chronic absenteeism
- Maintain system to connect home and school to improve student academic success and parent involvement
- Implement evidence-based strategies to improve student attendance and address chronic absenteeism
- Continue to foster a partnership with the community to address specific student needs
- Continue to provide Professional Development for all staff to effectively address student needs

The following State Priorities are addressed by this goal:

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Input received from stakeholders through the LCAP development process indicates a desire to ensure we provide positive and supportive learning environments to ensure student success. The accompanying actions have been selected because they have proven to be effective in improving student outcomes within these areas and reflect input from students, teachers, staff, site administrators, and school site councils. We plan to address these areas through actions that support and improve student learning. We will measure progress towards our goal using the metrics identified below. The actions and metrics below outline how we are addressing parental involvement in Priority 3, improving pupil engagement in Priority 5, and improving school climate in Priority 6. The metrics described below were selected to ensure we make adequate progress in these priority areas and will be evaluated on a regular basis.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5C. Middle school dropout rate Dropout rate percentage for 7th and 8th grade according to CALPADs Snapshot Report 1.8 - Dropouts by Subgroup - Student List.	0.49% (2019-2020)				0.25%
5A. School attendance Overall Attendance Rate as calculated by Accounting Department Annually.	94.20% (2019-2020)				96%
5B. Chronic absenteeism Overall Chronic Absenteeism Rate - Data reflect the annual summary data from DataQuest.	9.26% (2019-2020)				7%
5D. High school dropout rate	6.4%				5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall High School Four-Year Cohort Outcome Dropout Rate from DataQuest.	(2019-2020)				
5E. High school graduation rate Overall high school four-year cohort outcome graduation rate from DataQuest.	86.8% (2019-2020)				90%
6A. Pupil suspension rate Pupil Suspension Rate from DataQuest.	4.7% (2019-2020)				4%
6B. Pupil expulsion rate Overall expulsion rate from DataQuest.	0.13% (2019-2020)				0.10%
3A. Parental participation in decision making Overall percentage of parents who were offered opportunities to participate in the	100% (2020-2021)				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>following decision making committees:</p> <ul style="list-style-type: none"> • LCAP meetings • District Advisory Committee • Advisory meetings • School Site Council • Parent Surveys • Board meetings • Back to School, Open house 					
<p>6C. Other local measures, including surveys of pupils, parents, and teachers on safety and school connectedness.</p> <p>Overall positive response rates of students, parents and staff survey regarding school safety and connectedness.</p>	<p>Student Safety / Connectedness: 85.6%</p> <p>Parent Safety / Connectedness: 84.6%</p> <p>Staff Safety / Connectedness: 86.1%</p> <p>(2020-2021)</p>				<p>Student Safety / Connectedness: 90%</p> <p>Parent Safety / Connectedness: 90%</p> <p>Staff Safety / Connectedness: 90%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Liaison Support	Community Liaison staff will support sites to bridge communication between home and school. Community Liaison staff will provide ongoing outreach to parents to improve parent connectedness and increasing parent involvement in site and district committees, including School Site Council, English Learner Advisory Committee, District Advisory Committee, and District English Learner Advisory Committee.	\$1,190,805.00	Yes
2	Attendance and Behavior Supports	Implement supplemental support to address the needs of students experiencing difficulties in school <ul style="list-style-type: none"> • Attendance • Behavior 	\$1,535,570.00	Yes
3	Positive Behavior Interventions and Supports (PBIS)	Implementation of school-wide Positive Behavior Intervention Systems and Supports (PBIS). Follow-up training and other supports to school sites will improve PBIS school-wide programs.	\$20,000.00	Yes
4	Parental involvement	Implement learning opportunities for parents in order to improve student academic success through increased parent involvement. Support efforts to increase parent connectedness to school through providing professional development opportunities to families. During parent events, school site staff will invite parents to participate in site and district committees, including School Site Council, English Learner Advisory Committee, District Advisory Committee, and District English Learner Advisory Committee.	\$130,000.00	Yes
5	School Safety	Implement school safety and security measures. Support staff will work with students to reinforce positive behavior expectations and focus on proactive measures to improve student safety.	\$4,056,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Supplemental Services for School Safety	Implement supplemental services to enhance school safety. School sites will receive ongoing support to improve school safety.	\$805,866.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.36%	54,078,228

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

State assessment scores in ELA and Math improved for English Learners and for low income students, however more growth is needed. Lodi Unified believes that a strong instructional program should be the entry point for supporting all students, especially those at risk. For this reason, Lodi Unified has chosen to use the majority of its proportionate share of the total LCFF increase to strengthen core instructional programs. Resources would be primarily focused on instructional supports (1.1, 1.10, 1.14, 1.15, 1.18), increased technology aligned to Common Core (1.2, 1.9), instructional coaching support (1.3, 2.4), assessments (1.10, 2.1, 2.2), services to support the social and emotional health of Foster Students (1.12, 3.1, 3.2), and Professional Development opportunities to support EL students (1.3, 1.4, 2.4). The core academic instructional program is strengthened through high quality professional development (1.3, 1.4, 2.4), parental involvement (3.4), academic interventions (1.5, 2.3), high quality teachers (1.3, 1.4, 1.6, 1.9, 1.13, 2.4), instructional materials (1.1, 1.2), class size (1.7), and a secure and safe environment (1.8, 3.3, 3.5, 3.6). The district will provide professional development and instructional coaching in the areas of digital instruction, instructional strategies, and English language development (1.3, 1.4, 2.4). Students facing academic challenges, as well as English learners who are struggling to acquire English will also receive intervention services (Actions 1.3, 1.4, 1.5 & 2.4). A complete and detailed explanation can be found in the Goals, Actions, & Services section of this LCAP document. Research shows that teachers who receive well-designed, relevant professional development and coaching provide better quality classroom instruction which leads to increased student achievement. Our experience shows that students who receive intervention services have improved academic achievement. These services help the District goals for its unduplicated pupils in state priority areas, while serving the needs of all students. The above actions and services are principally directed and effective in meeting the specific needs of our unduplicated students. Data shows that unduplicated students encounter obstacles to performing at grade level in ELA, and math, graduate at lower rates, experience more absences, and drop out at higher rates. Providing additional supports and resources in the areas highlighted above will improve student outcomes for our unduplicated student groups.

While the actions outlined above have not consistently led to improved student outcomes during the 2020-2021 school year, we have seen an overall decrease in several student outcomes due to distance learning. Distance learning has posed many challenges in the current school year and as we move past the pandemic we look forward to providing high-quality in-person instruction and supplemental interventions for our unduplicated student groups. For the 2021-2022 school year, we are planning on increasing the scope of interventions provided through actions 1.5 and 1.17. As we continue to maintain our focus on social-emotional learning, we will increase counseling services (1.12), increase services to bridge communication and provide mentoring to students through action 3.1, and continue to support our Positive Behavior Intervention Systems through action 3.3. We will continually monitor implementation data and student outcome data to make adjustments to our actions and services to better meet the needs of our unduplicated student groups.

LEA-wide spending is justified because all students benefit from highly qualified and trained teachers and staff who provide learning opportunities that are inclusive and effective for all students but specific to meeting the individual needs of Low Income, Foster Youth, and English Learners.

LEA-wide spending is justified because all students benefit from emotional and social interventions and support but specific to and with an additional layer of support services that focus on meeting the individual needs of Low Income, Foster Youth, and English Learners.

LEA-wide spending is justified because promoting and developing parent involvement is crucial to the success of all pupils and the most effective in meeting the needs of Low Income, Foster Youth, and English Learners. Research says that pupils whose parents are involved in their educational program are more likely to excel academically.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Lodi Unified believes that a strong instructional program should be the entry point for supporting all students, especially those at risk. For this reason, Lodi Unified has chosen to use the majority of its proportionate share of the total LCFF increase to strengthen core instructional programs. Resources would be primarily focused on increased technology aligned to Common Core (1.2, 1.9), instructional coaching support (2.4), assessments (2.1, 2.2), services to support the social and emotional health of Foster Students (1.12, 3.1, 3.2), and Professional Development opportunities to support EL students (1.3, 1.4, 2.4). A complete and detailed explanation can be found in the prompt above and Goals, Actions, & Services sections of this LCAP document.

The core academic instructional program is strengthened through high quality professional development (1.3, 1.4, 2.4), parent involvement (3.1, 3.5) and Interventions (1.5, 2.3), high quality teachers(1.3, 1.4, 1.6, 1.9, 1.13, 2.4), instructional supports (1.1,1.10, 1.14, 1.15, 1.18), instructional materials (1.1, 1.2), smaller class size (1.7), and a secure and safe environment (3.6, 3.7) are necessary to increase student achievement. The above actions and services are principally directed and effective in meeting the specific needs of our unduplicated students and met the required percentage requirement.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$220,072,254.00	\$75,714,076.00	\$692,853.00	\$27,182,524.00	\$323,661,707.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$289,590,545.00	\$34,071,162.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	Curriculum Adoption and Implementation		\$1,249,549.00			\$1,249,549.00
1	2	English Foster Youth Low Income	Management and Inventory Support	\$42,944.00				\$42,944.00
1	3	English Foster Youth Low Income	Professional Development Opportunities	\$2,256,479.00				\$2,256,479.00
1	4	English	Professional Development for English Learner Support	\$117,813.00				\$117,813.00
1	5	English Foster Youth Low Income	Supplemental Interventions and Supports	\$4,048,968.00				\$4,048,968.00
1	6	English Foster Youth Low Income	AVID-like Strategies	\$426,852.00				\$426,852.00
1	7	English Foster Youth Low Income	Maintain Class Size Reduction	\$13,625,250.00				\$13,625,250.00
1	8	English Foster Youth Low Income	Facilities Maintenance	\$10,982,290.00				\$10,982,290.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Foster Youth Low Income	Technology Devices for Staff and Students	\$2,000,000.00				\$2,000,000.00
1	10	English	Additional Supports for English Learner / Reclassified Students	\$1,009,641.00				\$1,009,641.00
1	11	All	LUSD Core Staffing	\$165,355,071.00				\$165,355,071.00
1	12	English Foster Youth Low Income	Social-Emotional Support & Wellness	\$1,242,537.00				\$1,242,537.00
1	13	English Foster Youth Low Income	New Teacher Support	\$324,803.00				\$324,803.00
1	14	English	Bilingual Paraprofessionals	\$3,299,367.00				\$3,299,367.00
1	15	English Foster Youth Low Income	Career Technical Education	\$2,312,112.00				\$2,312,112.00
1	16	Students with Disabilities	Special Education		\$55,079,969.00		\$13,146,927.00	\$68,226,896.00
1	17	All	State and Federal Grants		\$19,384,558.00	\$692,853.00	\$14,035,597.00	\$34,113,008.00
1	18	English Foster Youth Low Income	LUSD Supplemental Staffing	\$4,285,000.00				\$4,285,000.00
2	1	English Foster Youth Low Income	Data Management System	\$285,129.00				\$285,129.00
2	2	English Foster Youth Low Income	Monitor Supplemental Student Achievement Data	\$115,358.00				\$115,358.00
2	3	English Foster Youth Low Income	Enrichment Opportunities at High Schools	\$507,249.00				\$507,249.00
2	4	English Foster Youth Low Income	Supplemental Coaching Support	\$96,909.00				\$96,909.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Foster Youth Low Income	Community Liaison Support	\$1,190,805.00				\$1,190,805.00
3	2	English Foster Youth Low Income	Attendance and Behavior Supports	\$1,535,570.00				\$1,535,570.00
3	3	English Foster Youth Low Income	Positive Behavior Interventions and Supports (PBIS)	\$20,000.00				\$20,000.00
3	4	English Foster Youth Low Income	Parental involvement	\$130,000.00				\$130,000.00
3	5	English Foster Youth Low Income	School Safety	\$4,056,241.00				\$4,056,241.00
3	6	English Foster Youth Low Income	Supplemental Services for School Safety	\$805,866.00				\$805,866.00
4	1	All						
4	2	All						
4	3	All						
4	4	All						
4	5	English Foster Youth Low Income						
4	6	All						
4	7	All						
4	8	All						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$54,717,183.00	\$55,966,732.00
LEA-wide Total:	\$50,910,567.00	\$52,160,116.00
Limited Total:	\$3,299,367.00	\$3,299,367.00
Schoolwide Total:	\$507,249.00	\$507,249.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Curriculum Adoption and Implementation	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,249,549.00
1	2	Management and Inventory Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,944.00	\$42,944.00
1	3	Professional Development Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,256,479.00	\$2,256,479.00
1	4	Professional Development for English Learner Support	LEA-wide	English Learners	All Schools	\$117,813.00	\$117,813.00
1	5	Supplemental Interventions and Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,048,968.00	\$4,048,968.00
1	6	AVID-like Strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$426,852.00	\$426,852.00
1	7	Maintain Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,625,250.00	\$13,625,250.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Facilities Maintenance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,982,290.00	\$10,982,290.00
1	9	Technology Devices for Staff and Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000,000.00	\$2,000,000.00
1	10	Additional Supports for English Learner / Reclassified Students	LEA-wide	English Learners	All Schools	\$1,009,641.00	\$1,009,641.00
1	12	Social-Emotional Support & Wellness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,242,537.00	\$1,242,537.00
1	13	New Teacher Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$324,803.00	\$324,803.00
1	14	Bilingual Paraprofessionals	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,299,367.00	\$3,299,367.00
1	15	Career Technical Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,312,112.00	\$2,312,112.00
1	18	LUSD Supplemental Staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,285,000.00	\$4,285,000.00
2	1	Data Management System	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$285,129.00	\$285,129.00
2	2	Monitor Supplemental Student Achievement Data	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,358.00	\$115,358.00
2	3	Enrichment Opportunities at High Schools	Schoolwide	English Learners Foster Youth Low Income	9-12	\$507,249.00	\$507,249.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Supplemental Coaching Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,909.00	\$96,909.00
3	1	Community Liaison Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,190,805.00	\$1,190,805.00
3	2	Attendance and Behavior Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,535,570.00	\$1,535,570.00
3	3	Positive Behavior Interventions and Supports (PBIS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
3	4	Parental involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	\$130,000.00
3	5	School Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,056,241.00	\$4,056,241.00
3	6	Supplemental Services for School Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$805,866.00	\$805,866.00
4	5			English Learners Foster Youth Low Income			

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.