LCAP Update

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LODI
UNIFIED SCHOOL DISTRICT

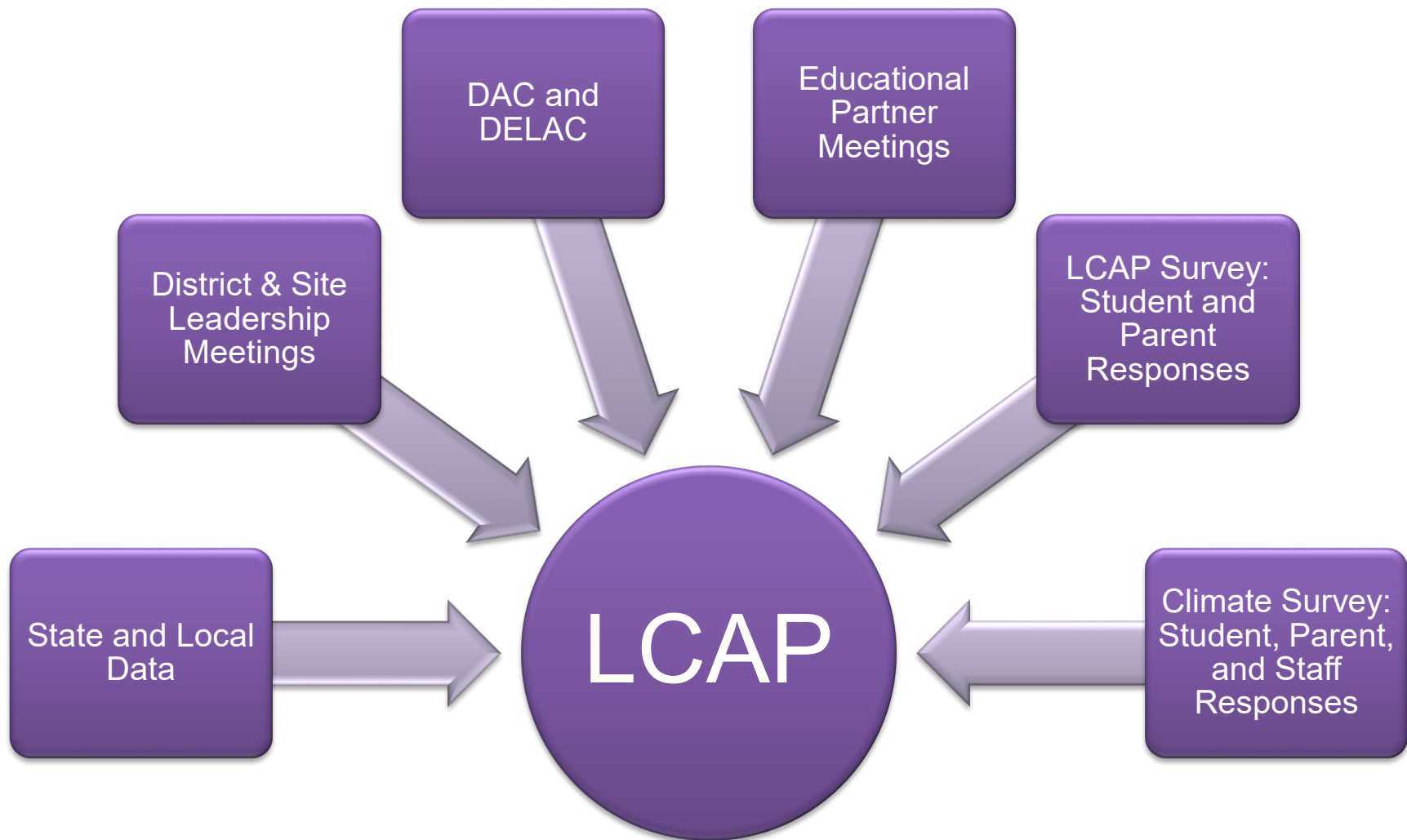Educating Students for Success.

Executive Summary

- LCAP Update - Year 2 of 3-Year Cycle
- Provide Update Regarding Educational Partner Meetings
- Share How Educational Partner Input Shaped LCAP
- Provide Staff Recommendations
- Provide Learning Recovery Needs Assessment Recommendations
- Next Steps
- Questions

LCAP – YEAR 2 OF 3-YEAR CYCLE

- The LCAP is a 3-Year plan
- We are implementing year 1 of the 2024-27 plan
- We must annually review and update the LCAP to reflect progress toward the goals
- We complete an analysis of each goal reflecting on the implementation and effectiveness of actions
- Based on analysis, consultation with Educational Partners and changes to LCAP instructions (ed code), minimal adjustments to existing actions and metrics are made
    - LTEL is a new student group required to be added to metrics in 2025-26 plan

LCAP DEVELOPMENT AND ENGAGEMENT

DAC and DELAC

Educational Partner Meetings

District & Site Leadership Meetings

LCAP Survey: Student and Parent Responses

State and Local Data

LCAP

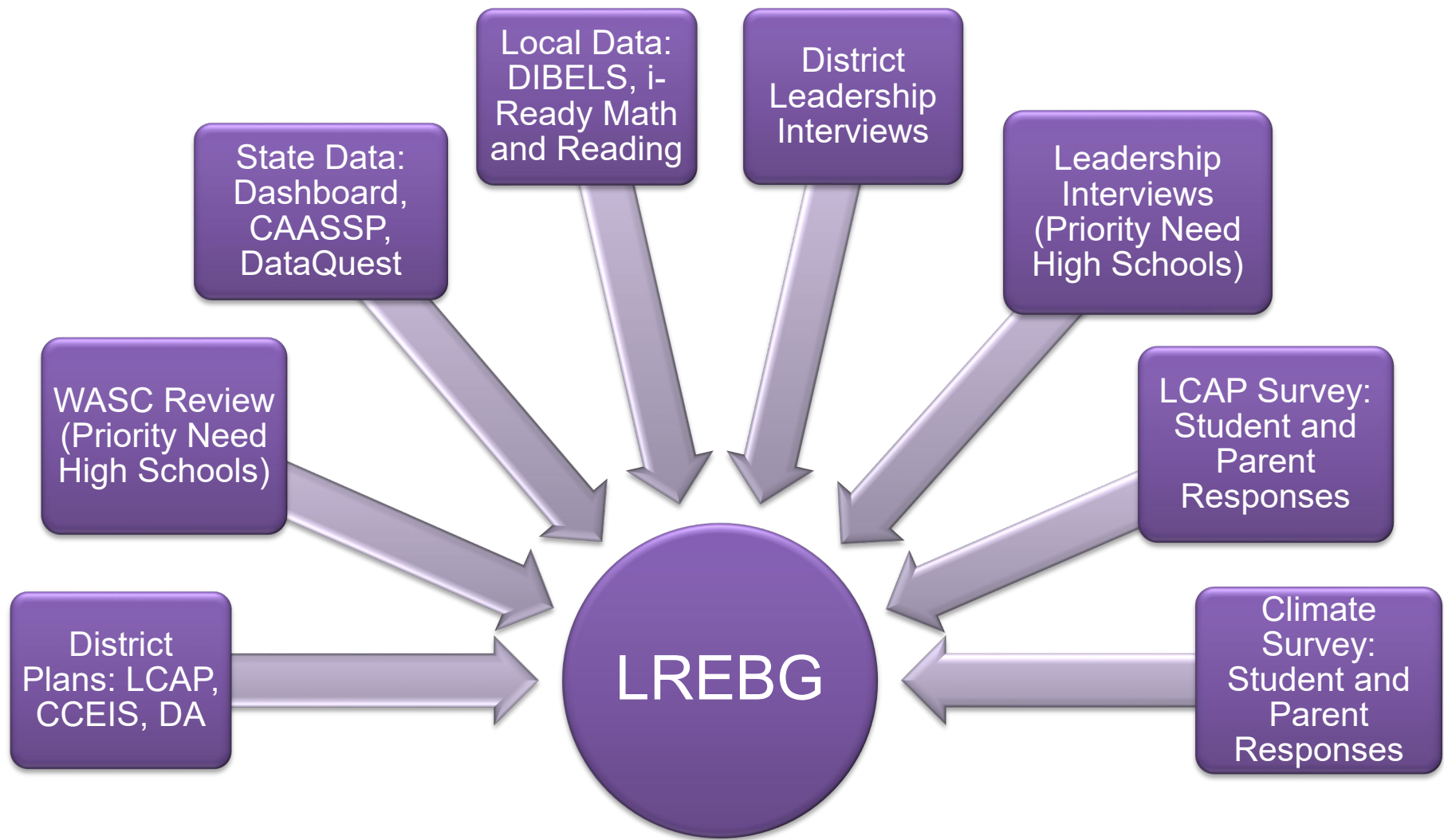Climate Survey: Student, Parent, and Staff Responses

EDUCATIONAL PARTNER MEETINGS

- Engaged teachers, principals, staff and students through targeted input meetings and surveys
- Reviewed past goals, performance data, and draft initiatives for feedback
- Outreach to employee groups and professional associations for collaboration
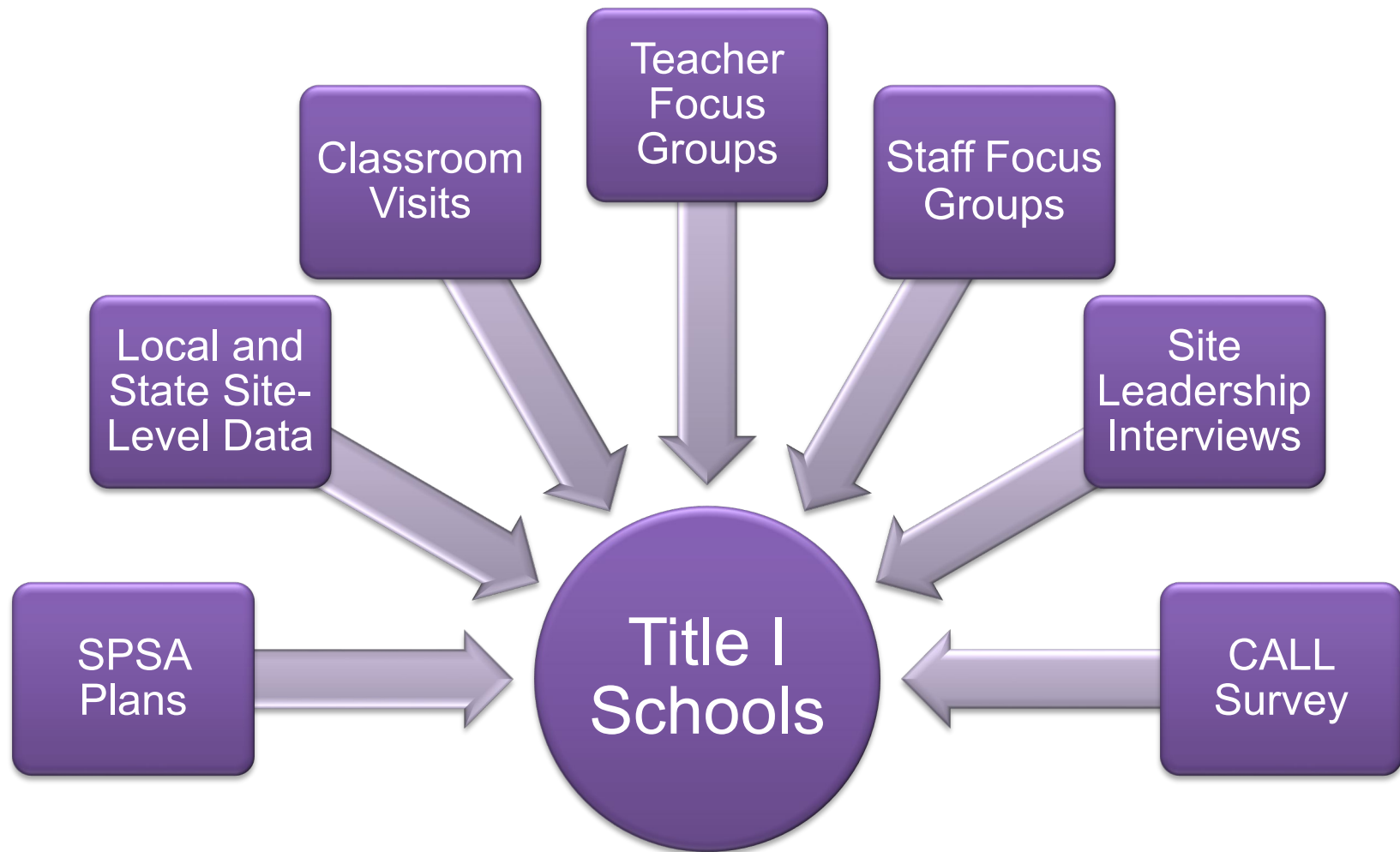
EDUCATIONAL PARTNER MEETINGS

- Gathered input from parents, students, and community via site councils and advisory committees (DELAC, DAC)
- Distributed surveys and facilitated idea-sharing to capture diverse perspectives
  - Increased participation through targeted outreach and short videos on social media
- Provided translation at DELAC meetings to gather input from families of English learners

LREBG COMPREHENSIVE NEEDS ASSESSMENT ENGAGEMENT COMPONENTS

- Local Data: DIBELS, i-Ready Math and Reading
- District Leadership Interviews
- State Data: Dashboard, CAASSP, DataQuest
- Leadership Interviews (Priority Need High Schools)
- WASC Review (Priority Need High Schools)
- LCAP Survey: Student and Parent Responses
- District Plans: LCAP, CCEIS, DA
- Climate Survey: Student and Parent Responses

LREBG

FOUR DOMAINS COMPREHENSIVE NEEDS ASSESSMENT ENGAGEMENT COMPONENTS

SELECTION OF PRIORITY NEED SCHOOLS

Priority need schools were selected using the following required Dashboard criteria:	Priority need student groups were selected using the following required Dashboard criteria:
• Status of Very Low in ELA and Math indicator, • Status of Very Low in ELA or Math and Very High on the K-8 Chronic Absenteeism indicator • Status of Low or Very Low in ELA and Math and a decline or significant decline on at least two progress indicators from the prior year	• Status of Very Low in ELA and Math • Red dashboard indicator in either ELA or Math • Red dashboard indicator in any area and a decline in status from the prior year

PRIORITY STUDENT GROUPS

Priority Student Groups ELA and Math	Priority Student Groups Chronic Absenteeism
• African American • American Indian/Alaskan Native • English Learners • Long-Term English Learners • Students with Disabilities • Foster Youth (Math)	• American Indian/Alaskan Native • Homeless

EXTRACTED THEMES: AREAS OF STRENGTH

- Early Literacy Improvements: Progress in ELA at the elementary schools, especially in K-3 reading due to the district's early literacy initiative and focus on phonics.

- Innovative Instructional Practices: District and sight leaders are seeing positive responses teachers and progress in student learning and engagement through Visible Learning and Measuring Student Learning Project (MSLP) Professional Learning Communities (PLCs).

- Increased use of data: Sites are using local assessments like DIBELS and i-Ready in combination with other formative assessments to monitoring student achievement throughout the year.

- Family and Community Building Efforts: The district and sites have made concerted effort to engage families and the community which has helped improve school culture and building a stronger sense of community, so students want to attend school.

- Improved Attendance: The district has seen a downward trend in chronic absenteeism, with no schools performing in red on the state dashboard.

FOUR DOMAINS: COMMON STRENGTHS

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

EXTRACTED THEMES: AREAS FOR IMPROVEMENT

- **Inconsistent Instructional Strategies**: There is a lack of consistent implementation of effective instructional strategies across schools, leading to disparities in student outcomes.
- **Need for Targeted Interventions:** There is a critical need for timely and targeted support for English Language Learners (ELL) and Students with Disabilities (SWD) to address specific skill deficits among students, particularly in foundational literacy and math skills.
- **Coordinated Professional Development:** Need for coordinated and strategic alignment of professional development efforts, with a focus on curriculum delivery and teacher support.
- **Data Utilization and Analysis:** Better integration of data and qualitative insights to drive decision-making and resource allocation.
- **Systematic Approaches Needed:** The absence of systematic approaches for tracking and addressing specific learning gaps contributes to ongoing challenges in student achievement.

CLIMATE SURVEY RESULTS

- District Climate Needs
Survey data indicates a need to better support students in resolving conflicts and addressing bias-based peer interactions.

- Priority Student Group Needs

- African American students report more negative experiences with peer interactions, safety, social acceptance, and treatment by adults.

- American Indian/Alaska Native students report similar overall experiences to district averages but note concerns with peer relationships and fairness in discipline.

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

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

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FOUR DOMAINS: PRIORITY NEEDS ACROSS SCHOOLS

- Rigorous, Evidence-Based Instruction: Many schools are working to strengthen Tier 1 instruction and better align teaching with academic standards.

- Professional Development: Schools are identifying a need for more targeted, differentiated PD that addresses specific instructional priorities.

- Monitoring and Goal-Setting: Some schools are seeking more effective systems to track progress and align instructional strategies with goals.

- Family Engagement in Academics: While many schools have welcoming cultures, there is growing interest in fostering deeper family partnerships in academic learning and decision-making.

HOW THE FOUR DOMAINS WORK ALIGNS WITH LREBG NEEDS ASSESSMENT

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

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HOW PARTNER INPUT SHAPED LCAP ACTIONS

- Reviewed feedback to identify key themes and community priorities
- Incorporated new or expanded strategies (for example, intervention, technology, mental health) where resources allow
- Ensured final plan reflects community needs and aligns with district goals and budget constraints

LCAP RECOMMENDATIONS

Lodi USD Staff recommends:
- Continue current LCAP actions
  - Including actions to address class sizes
  - Maintain supplemental staffing to support school sites
  - Provide targeted professional development in core academic areas
- Consider recommendations for additional resources and supports on the next slide

LCAP RECOMMENDATIONS

Lodi USD Staff recommends:
- Expand student enrichment and intervention supports and resources
- Support College and Career readiness initiatives
- Enhance school safety measures
- Strengthen student well-being and health support
- Ensure adequate facilities and custodial support
- Increase parent and family engagement efforts

NEXT STEPS – 2025-2026 LCAP DEVELOPMENT

- Finalize draft LCAP based on educational partner input and Board study session feedback
- Post draft for public review at District Advisory Council and District English Learner Advisory Council meetings
- Hold required public hearing on June 3
- Present final LCAP for Board adoption on June 17
- Submit Board adopted to LCAP to SJCOE for approval
- Share adopted plan with educational partners and prepare for implementation beginning July 1

QUESTIONS

- Do you have any questions about the LCAP Update for Year 2 of the 3-Year Cycle?