

# Lodi Unified School District LCAP Study Session

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*Educating Students for Success.*

# Priorities

- Maintain staffing as ESSER funding is exhausted
- Improve student outcomes associated with Differentiated Assistance (DTA)
- Plan for decreases to LCFF funding with minimal impact on students
- Provide sites with literacy support TOSAs
- Support educational partner input through actions measured by data
- Compliance with all updated state and federal regulations

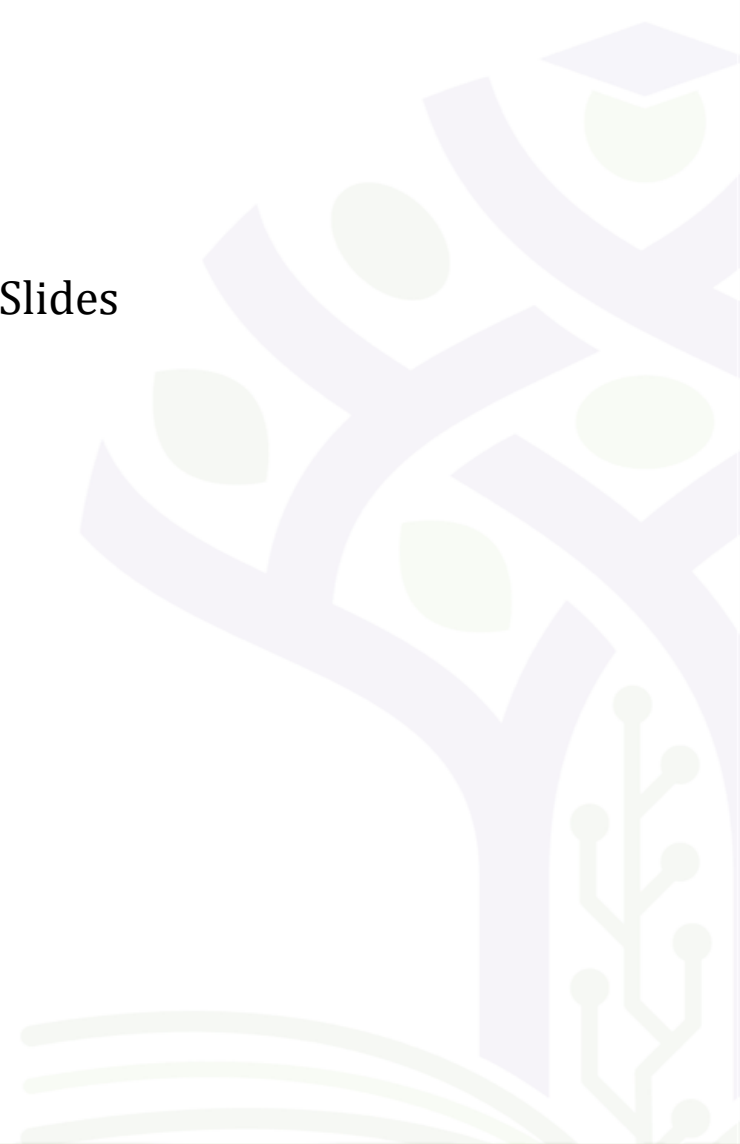
# Educational Partner Input

- Maintain Increased teacher staffing to reduce class size (1.6)
- Additional intervention staffing to further implement MTSS (2.2, 2.8, 2.11, 3.3)
- Additional enrichment opportunities formerly funded through ESSER (2.3)
- Increase site support staff (1.2, 3.1)
- Continue certificated and classified professional development (1.3, 1.4)
- Maintain CWA and community liaison assistance (3.1, 3.2)
- Facilities improvements (1.7)
- Maintain ESSER funded mental health staffing (3.4)
- Increase/maintain behavior intervention staffing (3.3)
- Increase/maintain school safety (3.6)
- Maintain ESSER funded Vice Principal support at elementary and middle school sites (2.2, 2.11, 3.2)
- Maintain ESSER funded high school assistant principal support (2.11, 3.2)

# Changes to Goals, Actions, and Metrics

- 7 Goals - 3 District and 4 Equity Multiplier
- Actions moved and slightly adjusted to better align with goals
- New Actions: 2.8, 2.12, EM
- Increased Actions: 1.2, 2.3, 2.6, 2.8, 2.12, 3.1, 3.4, EM
- All contributing actions are aligned to a metric with student group data (EL, FY, SED)
- Metrics will include student group data
- Adjustments to funding based on input, past spending, and data

Supporting Documents Included on the Following Slides



# Technical Assistance - DTA

LUSD is eligible for Direct Technical Assistance. Direct Technical Assistance is a level 2 targeted support that prioritizes Local Education Agencies that meet the criteria of three or more student groups not meeting two or more LCFF Priorities for 3 of 4 consecutive years.

The following student groups have not met LCFF Priorities based on the California Dashboard:

- English Learners: ELA/Math, College/Career Indicator
- Homeless Youth: ELA/Math, Chronic Absenteeism, Suspension, College/Career Indicator
- Students with Disabilities: ELA/Math, College/Career Indicator
- Watch List: African American and Foster Youth

# Technical Assistance – DTA Data Analysis

- Developed a LUSD DTA Team - Eba Martinez, Erin Aitken, Kelly Collins, and Jennifer Huiras
- Met monthly with SJCOE
- Examined data, identify areas of improvement, highlight successes and adjust the plan for working with our identified student groups.
- Students experiencing homelessness, students with disabilities, African American students, foster youth, and English learners were identified.
- Created a plan to target duplicate student counts and students experiencing homelessness.

# Technical Assistance – DTA Plan

- Additional administrator training and data protocols on addressing academic concerns within identified student groups at the site level.
- LUSD dashboard to data for students experiencing homelessness.
- Continued collaboration with SJCOE to implement a professional development plan focusing on Chronic Absenteeism, suspensions, and student achievement in math and ELA for identified student groups.
- Priority registration in intersession, after school tutoring, and behavior intervention groups will be given to identified student groups as needed.
- An elementary school will be provided intervention support for identified students.
- SJCOE will offer professional development in root cause analysis for site administrators to assist in providing technical assistance to identified student groups.
- Consultation meetings with the CCEE twice a year.



# LCAP District Goals

1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
2. All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
3. All students and families will feel safe and connected at school.

# LCAP Equity Multiplier Goals

4. By 2027, according to the California Dashboard, **Live Oak** students will:
  - Reduce suspension rates by 1.5% for all students including socioeconomically disadvantaged (SED) and white students.
  - Show a 25-point increase in distance from standard in both ELA and Math for English Learners (EL) and students with disabilities (SWD).
5. By 2027, according to the California Dashboard, Turner Academy students will reduce suspension rates by 3% for all students, including students with disabilities (SWD).
6. By 2027, according to the California Dashboard, Plaza Robles and Liberty High students will increase the graduation rates by 10% for all students, including socioeconomically disadvantaged (SED) and Hispanic students.
7. By 2027, according to the California Dashboard, Independence students will show a 30-point increase in distance from standard in both ELA and Math.

# Draft LCAP Actions

Please reference the [addendum](#).



