

LCFF Budget Overview for Parents

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

CDS Code: 39-68585-0102632

School Year: 2023-24

LEA contact information:

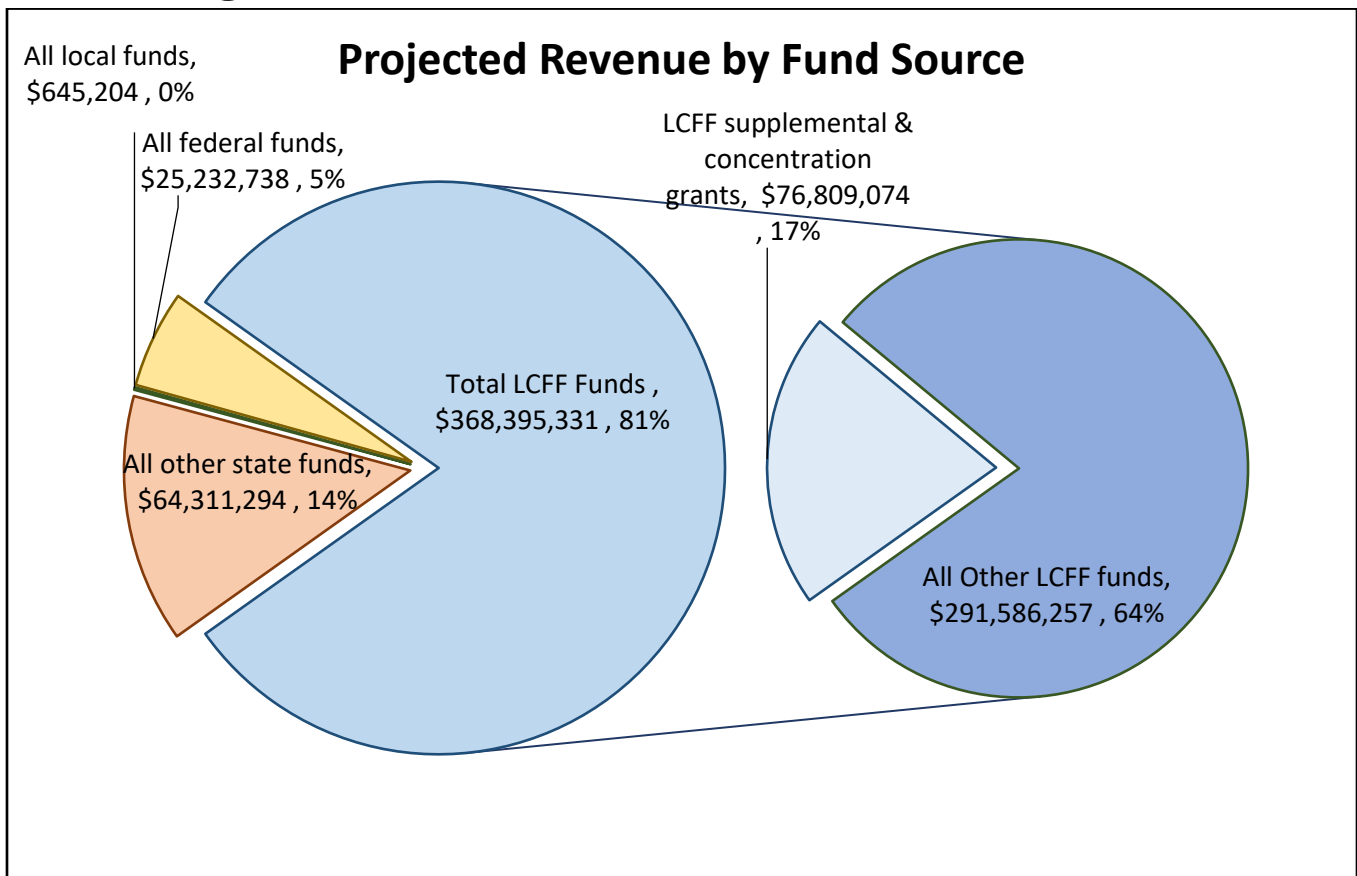
Neil Young

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 2023-24 School Year

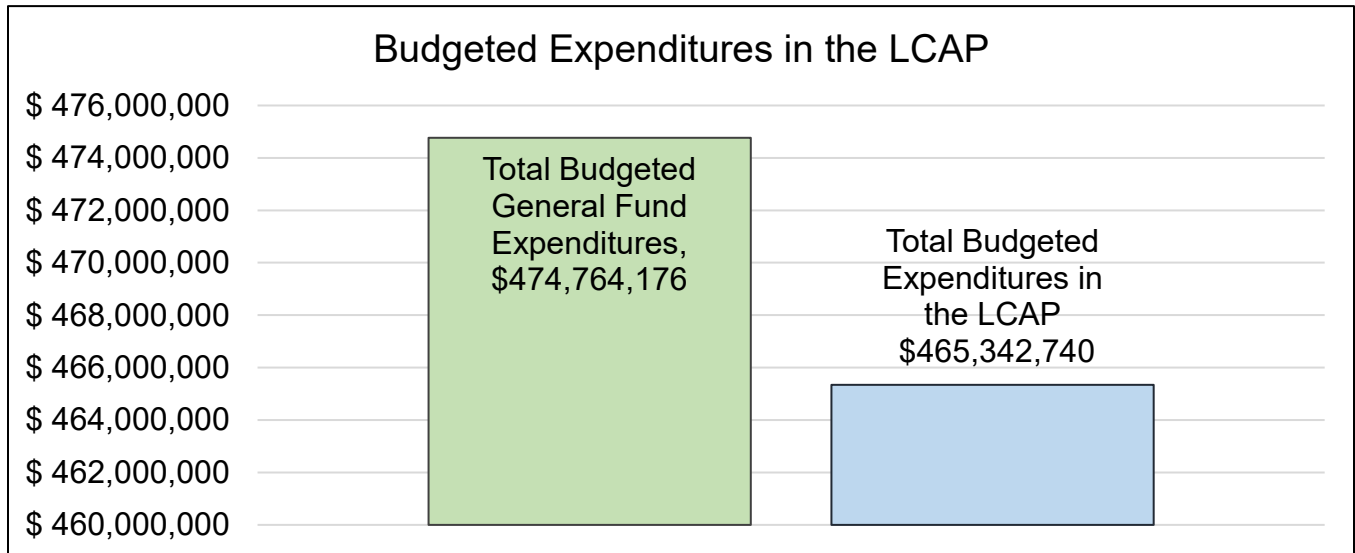


This chart shows the total general purpose revenue Lodi Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lodi Unified School District is \$458,584,567, of which \$368,395,331 is Local Control Funding Formula (LCFF), \$64,311,294 is other state funds, \$645,204 is local funds, and \$25,232,738 is federal funds. Of the \$368,395,331 in LCFF Funds, \$76,809,074 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lodi Unified School District plans to spend \$474,764,176 for the 2023-24 school year. Of that amount, \$465,342,740 is tied to actions/services in the LCAP and \$9,421,436 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

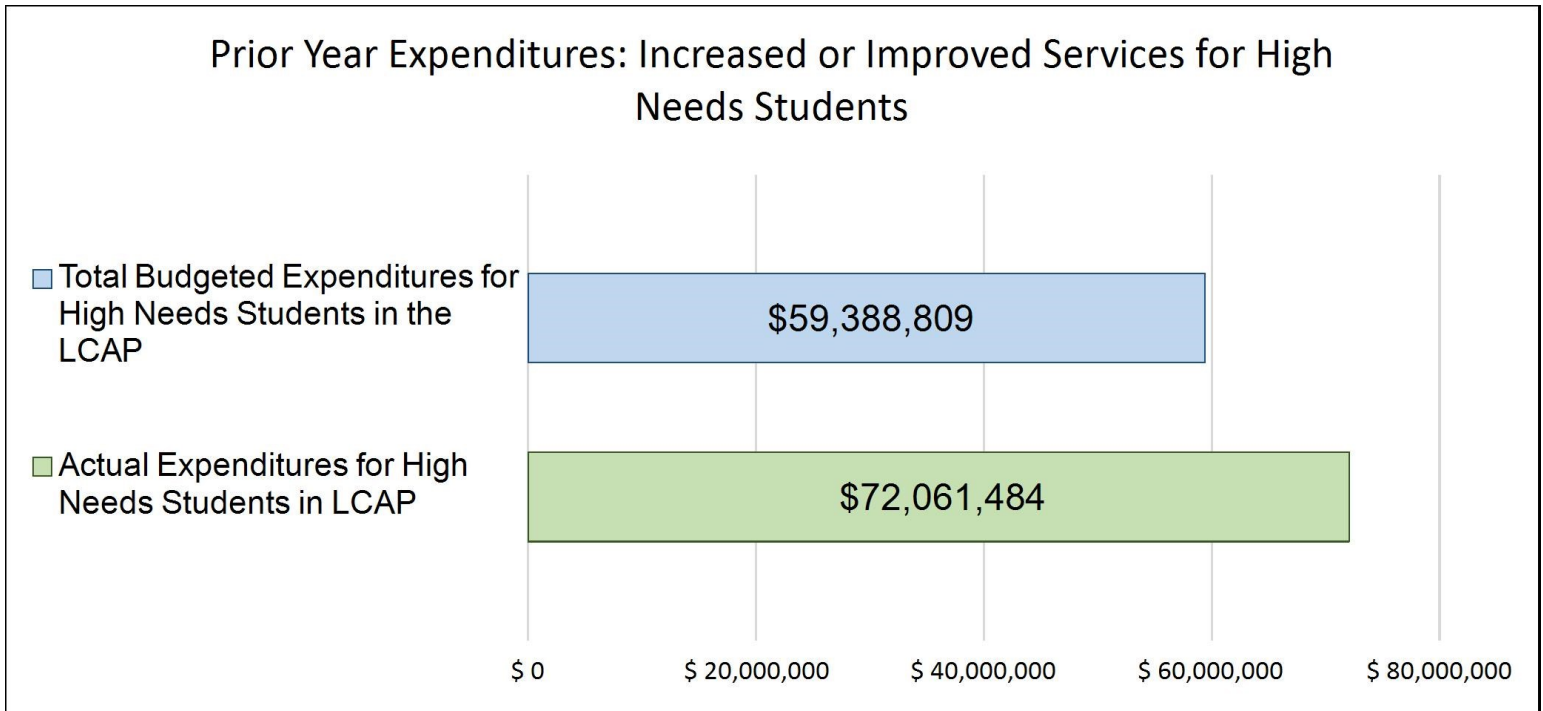
General fund expenditures not included in the LCAP include district-wide department budgets, utilities, maintenance agreements, indirect costs, base direct cost such as capital outlay (object 6xxx), and other outgo and transfer out (7xxx).

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Lodi Unified School District is projecting it will receive \$76,809,074 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 \$79,683,531 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 2022-23



This chart compares what Lodi Unified School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2022-23, Lodi Unified School District's LCAP budgeted \$59,388,809 for planned actions to increase or improve services for high needs students. Lodi Unified School District actually spent \$72,061,484 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$12,672,675 had the following impact on Lodi Unified School District's ability to increase or improve services for high needs students:

Lodi USD was able to successfully expend all funds to increase or improve services to high need students.

Local Control and 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	Neil Young Superintendent	nyoung@lodiUSD.net 209-331-7010

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Lodi Unified School District (LUSD) is a large public school district located in the Central Valley of Northern California. The district currently enrolls 26,966 (DataQuest, 2022-23) 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, 47.9 percent of students are Hispanic or Latino, 16.8 percent are White, 18.0 percent are Asian, 6.5 percent are African American, 3.6 percent are Filipino, 3.4 percent are Two or More Races, 0.7 percent are Pacific Islander, 0.3 percent are American Indian or Alaskan Native, and 2.9 percent chose not to report a race (DataQuest, 2022-23).

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 21.2% (5,729 students) of the district’s school-age population with Spanish, Punjabi, and Urdu as the most commonly spoken non-English languages (DataQuest, 2022-23).

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 is 75.1% (20,246 students) districtwide exceeds the statewide rate of 61.5% (DataQuest, 2022-23). The population served by LUSD schools is also economically divided along racial and ethnic lines.

Lodi Unified serves 3,981 Students with Disabilities, 14.8% of the student population (DataQuest, 2022-23).

Lodi Unified serves 171 Foster students, 0.60% of the student population(DataQuest, 2022-23).

Lodi Unified serves 122 Homeless Students, also referred to as Students in Transition, 0.50% of the student population (DataQuest, 2022-23).

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-2023/Lodi Unified) and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, educational partner input, or other information, LUSD has demonstrated the following successes:

Overall successes:

Our Lodi USD Schools had an overall graduation rate of 88.2%, exceeding the state wide graduation rate of 87.4%. LUSD attributes this graduation rate to high quality teachers (1.3, 1.4, 1.6, 1.9, 1.11, & 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 focus on providing professional development (Action 1.3; Professional Development) to strengthen first instruction and supplemental interventions (Action 1.5; Supplemental Intervention and Enrichment Opportunities) to assist students in content comprehension and course completion, leading to graduation.

Goal 1 successes:

An increase in our A-G Completion rates with an overall increase (+2.4%) to 24.1% (Fall 2022 Dashboard) from 21.7% (Fall 2021 Dashboard) was had. Additionally, the percentage of pupils who successfully completed both A-G completion requirements and CTE Pathways increased (+1.1%) to 5.8% from 4.7% (Fall 2020). This growth is attributed to the efforts focusing on high quality first instruction (action 1.11; LUSD Core Staffing) through full implementation in all curricular areas and professional development (action 1.3; Professional Development Opportunities) for educators with an A-G focus. Professional development specific to A-G, common standards, and evidence based instructional strategies will continue into the 23-24 School Year. Action 1.6, AVID like Strategies, aims to provide continued teacher support with implementation of evidence based instructional practices which helps to make access to A to G content more accessible to students who may have gaps in their prior knowledge. Implementation of evidence based educator practices will continue to be built upon

through continued professional development in the coming year to further improve the A to G completion rates (1.3, 1.4, & 1.6). Riverside COE will continue to provide A to G specific professional development in the coming year (1.3).

Also under Goal 1, the percentage of English Learners who made progress toward English proficiency increased (+1.9%) to 47.5% (Fall 2022 Dashboard) from 45.6% (Fall 2019 Dashboard), as measured by the English Learner Progress Indicator (ELPI). This change can be attributed to actions 1.4 (Professional Development for English Learner Support), 1.10 (English Learner Instructional Program), and 1.14 (Bilingual Paraprofessionals). This year we adopted Ellevation to monitor English Learner Progress and students who are Reclassified Fluent English Proficient (RFEP). Ellevation will aide in monitoring English Learner progress under action 1.10 (English Learner Instructional Program) and assist staff in further identifying students in need of supplemental support in the coming year. Ellevation will also continue to be used in the coming year to monitor students who are Reclassified Fluent English Proficient (RFEP) under Action 1.10. RFEP Students are currently outperforming English Only (EO) Students in ELA and Math (CAASPP). We believe that quality first instruction (action 1.11; LUSD Core Staffing) with enhanced programming monitoring (1.10) of student achievement will result in continued growth in academic achievement for English Language Learners and our RFEP students.

- RFEPs scored 43.5 points below standard compared to EOs 61.9 points below standard in math (Fall 2022, Dashboard)
- RFEPs scored 2.2 points above standard compared to EOs 25.6 points below standard in ELA (Fall 2022, Dashboard)

Goal 4 successes:

Graduation Rate of Students with Disabilities increased (+10.3%) to 65% (Fall 2022 Additional Reports) from the baseline of 54.7% (Fall 2020 Additional Reports). Growth in the graduation rate for Students with Disabilities has been attributed primarily to action 4.4 (Diploma Pathways) which increased course accessibility and provided additional summer school offerings. The Diploma Pathways will continue with summer offerings. An increased focus on early identification of students who are credit deficient is planned.

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.

To identify the current needs of our students, we have used a combination of local data and the most recent California School Dashboard data. From reviewing the 2022 California School Dashboard for Lodi Unified, local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, DataQuest reports, local self-assessment tools, stakeholder input, or other information, LUSD has identified the following information to guide improvement.

Chronic Absenteeism

- An ongoing challenge we face continues to be the increasing rates of chronic absenteeism. From 2019-2020 to 2020-2021, the rate of chronic absenteeism more than doubled from 9.26% to 18.60%. From 2020-2021 to 2021-2022, the rate of chronic absenteeism again more than doubled from 18.6% to 39.2%, a 20.6% increase. Our rate of chronic absenteeism, Metric 5B, has more than doubled annually since our baseline year 2019-2020.

LUSD will continue to provide services to address chronic absenteeism by providing supplemental staffing under action 1.18 (LUSD Supplemental Staffing) to provide additional counseling and mental health support, with additional social-emotional support and wellness offered under action 1.12 (Social-Emotional Support & Wellness). Actions 3.1 (Community Liaison Support) and 3.2 (Attendance and Behavior Supports) aim to improve school to home communication and to specifically help to educate families on the importance of regular attendance.

College & Career

- Advanced Placement Exams
- The Percentage of pupils who pass at least 2 AP exams (3+) as reported by the Dashboard Additional Reports has decrease since the 2019-2020 school year from baseline of 7.9% to 6.2% (Fall 22 Dashboard Additional Reports).
- Dropout rates at the middle school level increased (+.76%) from the 2019-2020 baseline of .49% to 1.25%
- Dropout rates at the high school level increased (+1.2%) from the 2019-2020 baseline of 6.4% to 7.6%
- Percentage of students showing College Preparedness in math as measured by the CAASPP/EAP decreased (-7.43%) from 30.13% (Fall 2019) to 22.7% (Fall 2022)
- Percentage of students showing College Preparedness in ELA as measured by the CAASPP/EAP decreased (-8.11%) from 52.96% (Fall 2019) to 44.85% (Fall 2022)
- Percentage of students successfully completing CTE pathways declined (-4.5%) from a baseline of 24.5% to 20% (Fall 2022)

LUSD will continue to provide services to address preparedness for college and career. Action 1.11 (LUSD Core Staffing) is critical to the mission of preparing students to be College and Career ready. The district will continue to work to reduce the number of teacher mis-assignments by supporting new teachers in their credentialing programs under action 1.13 (New Teacher Support) to foster a healthy pipeline of incoming, well trained educators to assist students with preparing for college and career. Continued Career Technical Education monitoring under action 1.15 (Career Technical Education) fosters quality CTE opportunities that align with student interest and the current market. Parent Education under action 3.4 (Parent Involvement) encourages families to participate fully in preparing students to be college and career ready with information presented on A to G requirements, as well as information on college and career pathways.

Academic Achievement in English Language Arts and Mathematics

- State assessments (SBAC) show the distance from standards met increased by 29.2 points from a baseline of 49.2 Points Below Standard (Fall 2019) to 69.4 Points Below Standard in Math (Fall 22)

- Overall CA Dashboard Status Level Indicator for Math Achievement (Fall 22): Low
- State assessments (SBAC) show the distance from standards met increased by 16.9 points from a baseline of 15.7 Points Below Standard (Fall 2019) to 32.6 Points Below Standard in ELA (Fall 22)
- Overall CA Dashboard Status Level Indicator for ELA (Fall 22): Low

LUSD core staffing funded under action 1.11 (LUSD Core Staffing) will continue to provide services to address Mathematics and English Language Arts achievement with Common Core aligned instructional materials. Curriculum professional development for teachers with a focus on the Common Core Standards will continue under action 1.1 (Curriculum Adoption and Implementation). Professional development on pedagogical, evidenced-based instructional strategies with instructional coaching will continue under actions 1.3 (Professional Development Opportunities), 1.4 (Professional Development for English Learner Support), and 1.6 (AVID-like Strategies) to foster an improvement in academic achievement. New teachers will be provided additional supplemental support under action 1.13 (New Teacher Support). English Language Learners academic achievement is supported by actions 1.10 (English Learner Instructional Program) with assistance provided from Bilingual Paraprofessionals (Action 1.14). Supplemental Intervention and Enrichment Opportunities (Action 1.5) further supports student achievement post pandemic.

Performance Gaps

A performance gap exists when the performance of a student group is two or more levels below "All Students" on the CA Dashboard. The following groups of students were identified as having a performance gap between the overall district wide performance and the performance of the subgroup. Students with Disabilities and Foster Youth are identified as having a gap in graduation rates.

On the 2022 CA Dashboard, LUSD's overall graduation rate is Medium (3 Bars), while Foster Youth and Students with Disabilities graduation rate are Very Low (1 bar).

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 revised services to Students with Disabilities (1.16; Special Education) and will continue to offer diploma pathways and summer school programming to increase the graduation rate for Students with Disabilities (4.6; Diploma Pathways). Action 4.3 (Tiered Interventions for African American, Homeless, Foster Youth, and Students with Disabilities) was expanded to include additional credit recovery actions for foster youth under MTSS. Under Action 4.2 (Foster Community Liaison Assistance), A Foster community liaison will communicate intervention and enrichment opportunities to students as well as provide targeted communication regarding credit recovery opportunities to foster youth identified as credit deficient.

Consistently Low Performing Student Groups

For three or more consecutive reporting years, the district has been identified for Differentiated Assistance based on low performance outcomes for the following student groups: a) students with disabilities b) homeless students c) African America/Black students d) and foster youth. To be eligible for Differentiated Assistance in 2022-2023, the same student group must have had performance criteria indicators at the lowest level in two different priority areas. Students with Disabilities, Homeless Students, African American/Black students, and foster youth have low performance as measured by the following dashboard indicators: a) suspension rate and b) chronic absenteeism, and c) academic achievement in both ELA and mathematics. Over the last four years, 2017, 2018, 2019, and 2022, the district has been identified for Differentiated Assistance for very low graduation rates for Students with Disabilities. Foster youth have been identified for DA for graduation rate for two consecutive reporting years (2019 & 2022).

To improve the student outcomes for Students with Disabilities (SWD), Homeless Students, African American/Black students, and foster youth, LUSD has developed Goal 4 to provide additional resources and establish metrics and actions to address the deficits outlined above. LUSD will provide Supplemental Staff for African American, Homeless, Foster Youth, and SWD (4.1), Foster Community Liaison Assistance (4.2), Tiered Interventions for African American, Homeless, Foster Youth, and SWD (4.3), Supplemental Resources for Homeless (4.4), Diploma Pathways (4.5), and Behavioral Supports (4.6) to improve student outcomes for SWD, foster youth, African American/Black students, and homeless students.

LCAP Highlights

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

The 2023-2024 Year 3 Local Control and Accountability Plan (LCAP) continues its alignment with the state accountability system (California School Dashboard/DataQuest) and the eight state priorities connected with Local Control Funding Formula (LCFF) funds. We are entering the third year of a three-year plan and are committed to the goals identified by the governing Board of Education and taking the time to thoroughly implement and measure the actions approved in the LCAP. Lodi Unified School District's LCAP has goals to: 1) provide learning environments that maximize access to the academic core for all, as well as provide enrichment and Career Technical Education opportunities; 2) ensure student proficiency in literacy, mathematics, and technology; 3) foster positive and supportive learning environments; and 4) increase educational access to our low performing student groups.

Goal 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.

Key features of Goal 1 include: Staffing (LUSD Core and Supplemental Staffing; Class size reduction; and Bilingual paraprofessionals), Instructional materials (Technology devices; Management of instructional materials, and devices); Professional development (Certificated and Classified PD; PD for staff supporting English Language Learners; AVID-strategy trainings; and New teacher support), Student Supports (Supplemental academic intervention; AVID programming; Designated and integrated ELD; Career Technical Education; Social-Emotional Support; and Interventions specific to Special Education), and Facilities Maintenance.

For the coming year, additional funds will be allocated for supplemental staffing, supplemental intervention, and enrichment to provide learning environments that maximize access to the academic core for all. A technology refresh is also planned. Technology is a major focus for our LCAP. As part of the Common Core State Standards and the need to prepare students for the 21st century workforce, technology integration is key. 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. Professional development provides teachers and staff with the knowledge to select and use the most appropriate instructional strategies as part of good first teaching.

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

Key features of Goal 2 include: Program monitoring (Maintenance of Data Management Systems; Monitoring of student achievement data; and Professional development on data driven instructional practices), and Enrichment and Intervention (Gate Universal screening; Gate coaching; Supplemental GATE resources; and High school intervention and enrichment to improve academic achievement).

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

Key features of Goal 3 include: School to home communication (Community liaison support; Attendance advisors; Parent involvement through committees like DELAC and DAC; and other parent learning opportunities), Behavioral supports (School-wide PBIS implementation; and Continued PBIS professional development), and School safety measures (e.g. - Security).

For the coming year, additional funds will be allocated for school safety/behavior supports (i.e. - additional Campus security; additional Crossing guards), and home to school communication by increasing staffing (i.e. - Community liaisons; and Attendance advisors) to help foster positive and supportive learning environments

Goal 4 - Increase access to school by decreasing chronic absentee and suspension rates. By increasing educational access to our low performing student groups, Students Experiencing Homelessness, Black/African American students, foster youth, and students with disabilities, greater student achievement will follow, with a corresponding higher graduation rate for Foster Youth and Students with Disabilities.

Goal 4 is a required goal to address the needs of four consistently low performing student groups (Black/African American, Foster Youth, Homeless Youth, and Students with Disabilities). Goal 4 describes the action plan to eliminate achievement gaps.

Key features of Goal 4 include:

Supplemental staffing for interventions (e.g. - Psychologists; Community liaison support; Attendance advisors; and Behavioral analysts), Multitier Tiered Support Systems (MTSS) (e.g. - Continued MTSS training; Target interventions in ELA and Math; Collaboration time; Credit recovery options; and Supplemental instructional materials), Supports for students experiencing homelessness (e.g. - funding for necessities, Homeless liaison support; and Homeless intervention teacher support), and Supports for Students with Disabilities (SWD)(Maintenance of SDC diploma pathways; and SDC summer credit bearing opportunities).

For the coming year, additional funds will be allocated for MTSS interventions, Foster Community Liaison staff, and Board Certified Behavior Analysts to help support the district's efforts to eliminate performance gaps. Particular focus is placed on increased student access to education by working to reduce very high chronic absenteeism, and high suspension rates.

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.

Turner Academy at Tokay Colony - Low Performance
Parklane Elementary - Low Performance
Delta Sierra - Low Performing
Plaza Robles Continuation High - Low 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.

For the past three school years, Lodi Unified School District staff and San Joaquin County Office of Education (SJCOE) staff have conducted meetings with principals from each school eligible for Comprehensive Support and Improvement (CSI) to support the development of the CSI Plan that is captured in the School Plan for Student Achievement (SPSA) for each school. With the Fall 2022 Dashboard, new CSI sites were identified as listed above.

Lodi Unified and SJCOE staff will complete the following steps with each CSI School to support development and implementation of their 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:

- 2022 California School Dashboard Additional Reports and DataQuest
- Detailed 2021 and 2022 CAASPP Smarter Balanced data
- Local assessments from the 2021-2022 and 2022-2023 school years
- Suspension, attendance, chronic absenteeism, graduation data (if applicable), and other data points that may be of relevance to the school for the student and community being served from the 2021-2022 and 2022-2023 school years
- Data reviewed will be disaggregated by student groups based on the student enrollment at the school site to identify resource inequities

Step 3: Conduct school wide walkthrough and evaluate the effectiveness of current initiatives with school site community:

- Work together to establish protocols to conduct classroom walk throughs

Step 4: Review information from improvement science research to guide conversations related to root cause analysis:

- Review improvement science research
- Work together to conduct root cause analysis using evidence based tools and protocols

Step 5: Identify school focus area and discuss with school community:

- Narrow the focus area to one measurable student learning goal to be included in School Plans

- Identify initiatives already in place to address additional areas of need

Step 6: Create a 2023-2024 professional learning plan to address the focus area using evidence-based interventions:

- School site staff will evaluate what professional learning strategies have been successful in previous school year
- Identify time and space for professional learning and or other identified evidence-based strategies
- School staff will learn about evidence-based interventions from the SJCOE staff using the CDE website, which will inform what professional learning or other evidence-based strategies they decide to implement for the 2023-2024 school year:
<https://www.cde.ca.gov/re/es/evidence.asp>. Staff will use this resource to identify evidence-based strategies or professional development

Step 7: Identify end of year goal and benchmarks to monitor throughout the 2023-2024 school year; this includes the following:

- Creating a calendar for monitoring the effectiveness of the professional learning and evidence-based strategies
- Creating data analysis tools for the school leadership team to use so they can reflect on progress towards their goals
- Identify data sources school sites will use for progress monitoring
- Identify benchmarks by backwards mapping from the end of the year goal

Step 8: Implement the professional learning plan and other evidence-based strategies. Monitor progress through a continuous improvement process over the 2023-2024 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. Lodi Unified will hold large group meetings with Title I principals and principals of CSI schools during the 2023-2024 school year support implementation of evidence-based strategies to improve student outcomes.

Monitoring and Evaluating Effectiveness

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

To monitor and evaluate the implementation of each CSI plan, district personnel and SJCOE will meet regularly with each CSI site team to review progress monitoring data. The data will include: current reading and math data collected from diagnostic assessments, suspension data, attendance data, and progress toward graduation data. The data will align to the school goals and focus area in their school plan.

Educational Support Services will monitor CSI expenditures throughout the year. Curriculum staff will meet with administrators of CSI schools to monitor and evaluate plan implementation and student outcome data to monitor student progress towards goals outlined in School Plans.

To monitor and evaluate the effectiveness of the plan to support student achievement, district personnel and SJCOE staff will meet with CSI Site administrators to review 2023 California School Dashboard data. In this review the team will analyze strengths and areas for growth. It will also include looking at progress and gaps both schoolwide and across student groups. For schools continuing under CSI, the team will make recommendations on what elements of the plan to keep or disband for the following year.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Lodi USD LCAP Planning Committee, consisting of the Associate Superintendent and six representatives from the budget and curriculum departments, provided training and information to all educational partners, oversaw the gathering of input, shared critical information through updates and follow-up meetings, and produced the LCAP document. The educational partner 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, educational partners had the opportunity to learn about the LCAP Process, participate in discussions related to actions and services provided through 2022-2023 LCAP in LUSD, and provide input to guide 2023-2024 LCAP development.
- LCAP Meetings were held with bargaining groups to gather educational partner input regarding actions and services to be included in the 2023-2024 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 2023-2024 LCAP.
- DAC and DELAC members were invited to participate in LCAP Community Forums to learn more about the LCAP Process and to provide input to help guide the development of the 2023-2024 LCAP.

General Timeline

Fall 2022-2023: LCAP Training

Prior to inviting community partners to provide LCAP feedback and input, LUSD staff presented to DAC and DELAC Committees and other groups on topics related to LCAP actions and services during meetings scheduled throughout the first half of the 2022-2023 school year. A period of community input followed.

January through March: During the months of January through March we collected community input. LUSD staff met with educational partners through virtual Zoom sessions and in person meetings. During meetings with parents and community members, LUSD staff provided training and information to parent and community groups and oversaw the gathering of input. LUSD parents participated in the DAC and DELAC committees; each of the committees offered an opportunity for parents to give input. However, DAC and DELAC community forums also included Community Members, Teachers, Principals, Other School Personnel. Bargaining Groups were consulted and were able

to provide input to help guide the development of our LCAP. The following is a timeline of some of the LCAP parent and community meetings scheduled in January through March to gather input.

January 18th - CSEA Bargaining Unit Partner Input

January 24th - LEA Bargaining Unit Partner Input

February 13th - DAC Committee Educational Partner Input

February 15th - DELAC Educational Partner Input

March 7th - LPPA Bargaining Unit Partner Input

Each of the educational partner input meetings provided education partners the following:

- LCAP Information presented in various formats
- An update on the implementation of the 2022-2023 LCAP
- An opportunity to provide input
- An opportunity to ask questions regarding LCFF funding and the LCAP
- An opportunity to review data relevant to the LCAP Actions and Services

Additionally, from February 13th through March 3rd, a survey to parents, students, and all employees was open to education partners to evaluate the district implementation of the eight state priorities and make recommendations.

A ThoughtExchange survey allowed educational partners to rate the LCAP related thoughts of others anonymously as well as communicate their own unique perspective. Survey links were sent to parents, students, teachers, principals, other school personnel.

On an ongoing basis, SELPA staff were consulted on the development of the 2023-2024 LCAP during Cabinet and Instructional Team Meetings.

January through early March, staff worked to qualitatively and quantitatively summarize community input in preparation for a Board Study Session in mid March.

March 14th - Board Study Session

After analyzing and synthesizing educational partner feedback, a Board Study Session was conducted on Tuesday, March 14, 2023 to present educational partner feedback to our LUSD Board. Representatives from each bargaining group and parent advisory committees 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. The board requested a prioritization of actions which was later presented on May 9th.

May 9th - Board Meeting

The board approved a prioritization of actions for the 23-24 LCAP based on educational partner feedback.

During the month of May, educational partners continued to provide additional feedback to assist in LCAP development. Draft documents of the 2023-2024 LCAP were developed and LUSD staff invited parent and community groups to review the document and provide additional feedback during meetings. Drafts of the LCAP document were shared on our district Website. The following opportunities for LCAP 23-24 draft review were made available.

May 10th - Leadership Draft Review

May 22nd -DAC Committee Educational Partner Draft Review

May 24th - DELAC Committee Educational Partner Draft Review

The board held a Public Hearing for the 2023-24 LCAP on June 6, 2023 and adopted the plan on June 13, 2023.

A summary of the feedback provided by specific educational partners.

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

Common Feedback from MULTIPLE Groups meeting in person included:

- Increase teacher staffing to reduce class size (Class size reduction will continue under action 1.7, Maintain Class Size Reduction)
- Additional intervention staffing to further implement multi tiered systems of support (MTSS) (1.5, Supplemental Intervention and Enrichment Opportunities; 4.3, Tiered Interventions for African American, Homeless, Foster Youth, and Students with Disabilities)
- Address staff shortages in Special Education
- Continue certificated and classified professional development (Continuing under 1.3, Professional Development Opportunities; and 1.4, Professional Development for English Learner Support)
- Increased paraeducator support with a focus on K-3 (1.5, Supplemental Intervention and Enrichment Opportunities)

- Increased CWA and community liaison assistance with school to home communication (3.1, Community Liaison Support; 3.2, Attendance and Behavior Supports; and 4.2, Foster Community Liaison Assistance)
- Facilities improvements (Continuing under 1.8, Facilities Maintenance)
- Increased mental health staffing at elementary (1.18, LUSD Supplemental Staffing)
- Increased behavior intervention staffing (4.6, Behavior Supports)
- School Safety - Campus Security and Crossing Guards (Action 3.5, School Safety)
- Chromebook refresh every couple of years (Staff); More STEM (Parents); Online programs so students can work online (DELAC) (1.9, Technology Devices for Staff and Students)

We had 783 community members participated in our LCAP Thought Exchange Survey. On average, participants spent 10 minutes sharing and prioritizing top ideas.

Input from 360 Parents/Guardians or Community members, 90 staff and 77 students was collected.

The most highly rated themes in the LCAP Thought Exchange survey were:

- Class size (4.2 avg rating)
- Interventions (4.1)
- Safety/Security/Discipline (4.1)
- Staff/Resources (4.0)

After analyzing educational partner feedback and comparing identified needs to actions and services included in prior LCAP, staff recommended to continue all actions and services from the 2022-2023 LCAP. There was also a recommendation to provide increased services in the following areas: a) additional staffing in several LCAP actions (1.5, 1.18, 3.1, 3.2, 3.5, and 4.2) and b) expanded services in several LCAP actions (1.9, 4.3, & 4.6).

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on educational partner input, including the School Board, it was determined to continue most 2022-23 LCAP actions and services for the 2023-2024 LCAP. Some action titles and descriptions have been updated and are identified in the goal analysis section of each goal.

Based on feedback from educational partners, additional funds to increase access to school by reducing chronic absenteeism and suspension rates (3.1, 3.2, & 4.2) was an area of priority, given the very high overall chronic absenteeism rate, 39.2% and high pupil suspension rate of 6.3%. Educational partners expressed a desire to fund expenditures to help mitigate learning loss and improve student achievement (1.5, 1.9, & 4.2), with increased funding for mental health, and behavioral supports (1.18, 3.5, & 4.6). Student achievement continues to be a priority as educational partners are aware of the low overall student achievement reported on the 2022 Dashboard and realize that post-pandemic supplemental support systems are critical to improving educational outcomes broadly. Educational partners called for further implementation of multi tiered systems of support (MTSS). As a result, Action 2.1 (Data Management System) was modified

in title and description to be more descriptive of the student achievement data (iReady, CAASPP, and CAST) that will be used in the MTSS process. Additionally, Goal 4 actions are modified to provide multi tiered supports to Students Experiencing Homelessness, Black/African American students, foster youth, and students with disabilities to improve student achievement through access to education.

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.

The actions within this goal are designed to provide high quality instruction to improve student outcomes. We will monitor and evaluate the actions by collecting and reviewing specific data, including credentialing, access to core, facilities maintenance, English learner progress monitoring data, college and career metrics, broad course of study data, and other pupil outcomes. In addition, we will solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on improving student outcomes. Current input received from educational partners 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 credentialed according to Williams Report.	99% (2019-2020 Williams Report)	95.09% (2020-21 Locally calculated based on district-wide credentialing information)	95.76% (2021-22 Locally calculated based on district-wide credentialing information)		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1A. Teachers appropriately assigned and fully credentialed</p> <p>Number of teacher mis-assignments and vacancies according to Williams Report.</p>	<p>7 teachers</p> <p>(2019-2020 Williams Report)</p>	<p>108 teachers</p> <p>(2020-21 Locally determined based on district-wide credentialing information)</p>	<p>65</p> <p>(2021-22 Locally calculated based on district-wide credentialing information)</p>		<p>0 teachers</p>
<p>1B. Access to Instructional Materials</p> <p>Percentage of students provided with instructional materials in all content areas for all students, as verified by the Board approved textbook sufficiency report.</p>	<p>100%</p> <p>(2020-2021)</p>	<p>100%</p> <p>(2021-2022)</p>	<p>100%</p> <p>(2022-2023)</p>		<p>100%</p>
<p>1C. Facilities are maintained.</p> <p>Percentage of facilities identified by the Facility Inspection Tool (FIT) to be in good repair as verified by the Williams report.</p>	<p>100%</p> <p>(2020-2021)</p>	<p>100%</p> <p>(2021-2022)</p>	<p>100%</p> <p>(2022-2023)</p>		<p>100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2A. Implementation of State Standards</p> <p>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.</p>	<p>100%</p> <p>(2019-2020)</p>	<p>100%</p> <p>(2020-2021)</p>	<p>100%</p> <p>(2022-2023)</p>		<p>100%</p>
<p>2A. Implementation of State Standards and services for ELs</p> <p>Percentage of students received Common Core standards- based instruction in ELA / Math, including Integrated and Designated English Language Development as</p>	<p>100%</p> <p>(2019-2020)</p>	<p>100%</p> <p>(2020-2021)</p>	<p>100%</p> <p>(2022-2023)</p>		<p>100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
verified by principal walkthroughs and PLC visits.					
4B. A-G Completion Percentage of Pupils who meet A-G completion requirements according to California Dashboard.	21.7% (2020 Dashboard) *Original baseline was incorrectly reported as 20.1%	20.1% (2021 College/Career Measures Only Report)	24.1% (2022 College/Career Measures Only Report)		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.	24.5% (2020 Dashboard) *Original baseline was incorrectly reported as 11.5%	24.9% (2021 College/Career Measures Only Report)	23.8% (2022 College/Career Measures Only Report)		28%
4D. Completed both A-G and CTE Percentage of pupils who successfully completed both A-G completion	4.7% (2020 CALPADS Report)	5.6% (2021 College/Career Measures Only Report)	6.4% (2022 College/Career Measures Only Report)		10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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% (Fall 2019 Dashboard)	32.4% (2020-21 locally calculated data based on ELPAC assessments)	47.5% (Fall 2022 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 DataQuest)	5.1% (2020-2021 DataQuest)	6.0% (2021-2022 calculated from DataQuest EL enrollment local query of reclassified students)		18%
4G. AP Exams Percentage of pupils who pass an AP exam (3+) according to DataQuest.	66.4% (2019-2020 DataQuest)	60.0% (2020-2021 DataQuest)	63.0% (2021-2022 College Board AP)		65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4G. AP Exams</p> <p>Percentage of pupils who pass at least 2 AP exams (3+) according to Dashboard.</p>	<p>7.9%</p> <p>(2019-20 Dashboard Additional Reports)</p>	<p>11.1%</p> <p>(Fall 21 Dashboard Additional Reports)</p>	<p>6.2%</p> <p>(Fall 22 Dashboard Additional Report)</p>		<p>15.0%</p>
<p>7A. A broad course of study</p> <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 	<p>100%</p> <p>(2019-2020)</p>	<p>100%</p> <p>(2020-2021)</p>	<p>100%</p> <p>(2022-2023)</p>		<p>100%</p>
<p>8A. Other pupil outcomes if available, for courses described under EC sections</p>	<p>5.2%</p> <p>(2020 Dashboard)</p>	<p>7.2%</p> <p>(2021 College/Career Measures Only Report)</p>	<p>4.8%</p> <p>(2022 College/Career Measures Only Report)</p>		<p>10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
51210 and 51220 (a)-(i), as applicable Percentage of students who received State Seal of Biliteracy as reported on Dashboard.					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 	\$1,717,545.00	No
1.2	Management and Inventory Support	Library Media Assistant staffing to assist with management and inventory of all Common Core state standards based textbooks, instructional materials, and devices.	\$550,627.00	Yes
1.3	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 Universal Design for Learning Technology 	\$3,726,792.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Development for English Learner Support & Summer School	Professional Development targeting English Learner support for administrators, teachers, and bilingual paraprofessionals. Provide supplemental learning opportunities for English learner students through English Learner Summer School to target ELD standards to improve reclassification rates.	\$253,468.00	Yes
1.5	Supplemental Intervention and Enrichment Opportunities	Supplemental intervention and enrichment opportunities K-12 for students, based on assessment data. <ul style="list-style-type: none"> • Language, literacy, mathematics intervention • STEAM Supplemental Resources • Summer School • After School intervention • Provide general para-educator support at elementary level • Supplemental educational materials 	\$7,408,451.00	Yes
1.6	AVID-like Strategies	Implement AVID-like strategies or AVID program with target groups.	\$494,159.00	Yes
1.7	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)	\$21,611,641.00	Yes
1.8	Facilities Maintenance	Qualified and trained personnel will maintain facilities based on industry standards to enhance the learning environment.	\$20,681,091.00	Yes
1.9	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.	\$3,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	English Learner Instructional Program	Provide evidence-based instructional program to address needs of English learners. English learners will receive both designated and integrated English Language Development (ELD) to support language acquisition. 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.	\$1,035,811.00	Yes
1.11	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.	\$158,117,834.00	No
1.12	Social-Emotional Support & Wellness	Implement social-emotional learning (SEL) support system by providing SEL screeners, curriculum, multi-tiered, multi-domain counseling services, and other related supports.	\$2,199,440.00	Yes
1.13	New Teacher Support	Students receive instruction from appropriately credentialed teachers.	\$231,804.00	Yes
1.14	Bilingual Paraprofessionals	Bilingual paraprofessionals will provide primary language support during content instruction (integrated ELD). Staff will be provided professional development opportunities throughout the year to support our English learner program.	\$4,545,229.00	Yes
1.15	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	\$2,935,262.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.16	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.	\$86,435,084.00	No
1.17	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.	\$137,351,213.00	No
1.18	LUSD Supplemental Staffing	Additional staffing above CORE Program for our district. Provide supplemental supports to students, including additional counseling support, additional instructional supports, additional behavioral supports, and Social Emotional Learning / Mental Health Supports.	\$868,449.00	Yes

Goal Analysis [2022-23]

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.

Twelve out of the 18 Goal 1 actions were successfully implemented as planned. Actions 1.2, 1.8, 1.10, 1.12, 1.13, and 1.14 were adversely affected by staffing shortages.

Noteworthy successes include the following:

Under Action 1.1, Lodi USD successfully launched a K-8 Common Core aligned math program. The math adoption provided supplemental online resources, diagnostic universal screeners, and additional resources to improve student outcomes.

Under Action 1.3 and 1.4, A wealth of professional development opportunities were offered to certificated and classified staff. More extensive English Language Learner professional development was offered to educators who support students' English Language acquisition. The purchase of the Ellevation platform added in program monitoring of English Language Learners and RFEPS.

Under Action 1.7, Class size reduction in grades K-3 was maintained at or below 24 to 1. Smaller class sizes led to pupils receiving more individualized attention. Contracted teachers worked beyond their contractual agreement to provide services.

Under Action 1.9, A supply of new pupil and educator devices were made available to support technological literacy. The technology refresh (1.9) was carried out, and the devices updated as required to allow unduplicated youth the greatest access to technology hoping to not allow the digital divide to increase.

Challenges included:

Staffing challenges limited the scope of Actions 1.2, 1.8, 1.10, 1.12, 1.13, and 1.14.

Under Action 1.2, student enrichment opportunities were not realized. Library Media Assistants did not host opportunities for research and project based learning after school; library Media Assistants were not always available to extend their work day. However, the after school Bridge Program and Enhanced Learning offered regular after school enrichment.

Under Action 1.8, Maintenance and Operations had staffing shortage that pushed some projects out to the 2023-2024 school year.

Under Action 1.10, implementation was limited due to an ongoing teacher shortage.

Under Action 1.12, implementation was limited due to staffing challenges.

Under Action 1.13, new teacher professional development hosted after school hours prevented some teachers from being able to participate. An adequate substitute pool to be able to host new teacher trainings during the school day was a challenge. Additionally, limited referrals to coaching staff for new teacher support limited the scope of action 1.13.

Under Action 1.14, filling all of our bilingual paraeducator positions to provide our English Language Learners more access to primary language support during content instruction proved challenging. At year-end, vacancies for bilingual paraeducators remained.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Lodi Unified has established our material differences threshold wherein the difference in the budgeted amount and the estimated actual expenditures exceeds \$500,000. All actions were implemented and expenditures were within our material differences threshold, except Actions 1.7, 1.8, 1.10, 1.11, 1.12, 1.14, 1.16, and 1.17.

Under Action 1.7 (Maintain Class Size Reduction), we hoped to maintain class size reduction at 24:1 in grades K-3, 30:1 in grades 4-6, and 31:1 in grades 7-12. Since class sizes were maintained at lower ratios than planned, there was a significant material difference of \$15,465,327. Staff continue to provide supplemental staffing to address learning loss.

Under Action 1.8 (Facilities Maintenance), planned expenditures were \$12,378,190 and estimated actual expenditures were \$10,491,905. Implementing planned facilities maintenance projects has been challenging due to labor and supply shortages. Staff have delayed completion of some planned projects to 2023-2024 school year.

Under Action 1.10 (English Learner Instructional Program), planned expenditures were \$885,706 and estimated actual expenditures were \$224,469. Due to teacher shortages at the secondary levels, we were unable to provide additional staffing at the secondary sites to help with English Learner monitoring and program implementation. Staff priority was to fill classroom vacancies.

Under Action 1.11 (LUSD Core Staffing), planned expenditures were \$165,660,032 and estimated actual expenditures were \$172,529,533. Due to salary increases, the cost of providing LUSD Core Staffing has increased. Through negotiations, salary increases were finalized mid-year and led to large material differences in this action.

Under Action 1.12 (Social-Emotional Support & Wellness), planned expenditures were \$2,309,470 and estimated actual expenditures were \$1,754,016 as a result of vacancies.

Under Action 1.14 (Bilingual Paraprofessionals), funds budgeted for bilingual paraprofessional staffing were not fully expended as attracting bilingual paraprofessionals to provide support was not always possible and vacancies persisted. Planned expenditures were \$4,238,465 and estimated actual expenditures were \$3,136,280.

Under Action 1.16 (Special Education), planned expenditures were \$77,192,660 and estimated actual expenditures were \$80,487,374. Similar to Action 1.11, salary increases led to material differences for Action 1.16. There were also staffing shortages that were addressed through contracted services with outside agencies. The cost of providing services through contracted services came at a higher costs.

Under Action 1.17 (State and Federal Grants), planned expenditures were \$86,778,115 and estimated actual expenditures were \$65,144,795. For Action 1.17, staff considered the period of availability for federal grants. Some of the federal grants extended beyond the current school year and staff is planning on maximizing those funds in the 2023-2024 school year.

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

Goal 1 aims to create learning environments with highly qualified staff that help prepare students to be college and career ready.

- High Quality Staff -

Action 1.11 (LUSD Core Staffing) aims to ensure sufficient, high quality staffing. Lodi Unified is making strides to provide every child in every classroom with a teacher who is appropriately assigned and fully credentialed. From the 2020-21 School Year to the 2021-22 School Year, the percentage of teachers properly credentialed and appropriately placed increased .76% with 43 additional teachers fully credentialed and appropriately assigned relative to baseline, despite county-wide teacher shortages. This was achieved through increased outreach efforts to fill vacancies as well as implementing strategies to help retain qualified employees. New teacher supports help retain educators and build educator capacity.

Action 1.13, titled New Teacher Support, aims to support a pipeline of teachers who are successfully completing credentialing requirements and filling vacancies. Our coaching department worked to prioritize the needs of our new teachers with customized professional development. We were able to provide new teachers weekly digital communication, as well as, monthly new teacher professional development and quarterly teacher wellness professional development opportunities. A mentoring program was also established to support new teachers, with twenty-four new teachers completing individual coaching cycles. However, the scope of the action was limited due to substitute teacher staffing limitations that limited new teacher professional development from being hosted during the school day.

- College Ready -

Multiple actions support district A to G completion rates, notably actions 1.11(LUSD Cores Staffing) and 1.3 (Professional Development Opportunities). Professional Development specific to A to G outcomes and instructional practices and teacher beliefs was initiated. Since the A to G professional development will take place over multiple school years, the full effect of A to G targeted Professional Development has not been realized. However, our A to G Completion rates increased 2.4% from our baseline measure of 21.7% to 24.1%. A list of additional action items that support student learning and contribute favorably to the the percentage of students completing A to G requirements follows: Action 1.4 (Professional Development for English Learner Support), 1.5 (Supplemental Intervention and Enrichment Opportunities), 1.6

(AVID-like Strategies), 1.7 (Maintain Class Size Reduction), 1.9 (Technology Devices for Staff and Students), 1.14 (Bilingual Paraprofessionals, & 1.18 (LUSD Supplemental Staffing).

Improved AP Pass Rates:

There was a 3% increase in the percentage of pupils who pass at least 1 AP exam (3+) from 2020-2021 to 2021-2022. This increase can be attributed to Actions 1.1 (Curriculum Adoptions and Implementation), 1.3 (Professional Development Opportunities), 1.5 (Supplemental Intervention and Enrichment Opportunities), 1.6 (AVID-like Strategies), 1.7 (Maintain Class Size Reduction), and 1.11 (LUSD Core Staffing). So while there are many contributing actions that led to the increase in percentage of pupils who pass at least 1 AP exam (3+), highly qualified staff (action 1.11) is believed to be key.

- Career Ready -

Dip in % of Students completing a CTE pathway program:

Action 1.15 aims to increase student enrollment in CTE pathway programs and the number of CTE offerings, with a focus on enrolling students in special populations. Metric 4C, the percentage of students successfully completing a CTE pathway program, dipped .7% since the baseline year. Whether the reduction in completion rate is related to enrollment, retention, or coursework completion needs to be analyzed through programmatic review as outlined in Action 1.15 and should lead to a higher rate of CTE pathway completion in the coming year.

- College and Career Ready -

The percentage of pupils who successfully completed both A-G completion requirements and CTE Pathways, increased by 1.7% relative to the 2020 baseline (see Metric 4D). Action items that support student learning are responsible for helping to increase student ability to complete both A-G completion requirements and a CTE pathway. A list of actions items deemed to assist with preparing students to be college and career ready follows: Action 1.3 (Professional Development Opportunities), Action 1.4 (Professional Development for English Learner Support), 1.5 (Supplemental Intervention and Enrichment Opportunities), 1.6 (AVID-like Strategies), 1.7 (Maintain Class Size Reduction), 1.9 (Technologies Devices for Staff and Students), & 1.14 (Bilingual Paraprofessionals, & 1.18 (LUSD Supplemental Staffing)

- English Language Acquisition Progress -

The percentage of English Learners making progress towards English proficiency as measured on the ELPAC increased from a baseline of 45.6% to 47.5%, a 1.9% increase. Percentage English Learners who made progress toward English proficiency as measured by the ELPAC increased from 2020-2021 to 2021-2022 by about 15.1%. During this same time period, the EL reclassification rate increased .9%. Action 1.4 (Professional Development for English Learner Support) is believed to have helped to achieve these increases. Continued support for students acquiring language or working to reclassify is needed. Actions 1.3 (Professional Development Opportunities), 1.5 (Supplemental Intervention and Enrichment Opportunities), 1.6 (AVID-like Strategies), 1.7 (Maintain Class Size Reduction), and 1.14 (Bilingual Paraprofessionals) support our ELs and RFEPs. However, actions 1.4 (Professional Development for English Learner Support), and 1.10

(English Learner Instructional Program) were specifically intended to support ELs. More support from bilingual paraprofessionals and certificated staffing under Action 1.10 & 1.14 was planned but not enacted due to vacancies.

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.

The LCAP goal 1 description, metrics, and desired outcomes remain unchanged.

The following change were made to a single action description or title:

- Action 1.2 description will no longer include "Library Media Assistants at school sites assist with research and project-based learning". However, Library Media assistants will continue to support student access to textbooks, instructional materials, and devices and the action description has been updated for clarity.
- Action 1.4 title was changed to include summer school in alignment with services provided.

Changes were made to funding under actions as follows:

All of these actions item funding increases were prioritized based on education partner input, analysis of LCAP goal 1 metrics and local data to maximize access to the academic core for all.

- Action 1.9 funding increased to supply a variety of pupil devices to support adequate technology access.
- Action 1.5 funding increased for additional elementary general paraeducator support, and non-instructional classroom aides to support academic achievement.
- Action 1.18 funding increased for additional elementary mental health staffing as requested from community partners and supported by elementary Panorama metrics which supported mental wellness issues persisting at the elementary level post pandemic.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

The actions within this goal are designed to improve student outcomes for targeted students and prepare students to be college and career ready. We will monitor and evaluate the actions by collecting and reviewing specific data, including statewide assessments, college preparedness data, and other pupil outcomes. In addition, we will solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on improving student outcomes. Current 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 Percentage of students meeting Standards and Above in ELA and Math on District Benchmarks.	29.7% (2019-2020 ELA Benchmarks) 59.3% (2019-2020 Math Benchmarks)	Data update not available due to pandemic impact on local assessments for (2020-21)	38.36% ELA 26.15% Math (2021-2022 DataQuest CAASPP)		40% ELA 28% Math Data Source and Desired Outcome Updated in 22-23 50% (ELA Benchmarks) (2023-2024 ELA Benchmarks)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					68% (Math Benchmarks) (2023-2024 Math Benchmarks)
4A. Statewide assessments (SBAC) Points below standard in ELA and Points below Standard in Math on Smarter Balanced Assessments	15.7 points below Standard Met in ELA 49.2 points below Standard Met in Math (2019 Dashboard)	40.5 points below Standard Met in ELA 78.4 points below Standard Met in Math (Locally calculated based on 2020-2021 state testing data from Test Operations Management System)	32.6 points below Standard Met in ELA 69.4 points below Standard Met in math (Fall 2022 Dashboard)		9 points below standard in ELA 40 points below standard in Math
4H. College Preparedness Percentage of grade 11 pupils who participate in & demonstrate college preparedness on assessment (SBAC) according to California DataQuest.	52.96% Standard Met & Above in ELA 30.13% Standard Met & Above in Math (DataQuest 2019) *Baseline incorrectly reported as: 21.8% Ready in ELA 12.0% Ready in Math (2018-2019)	50.78% Standard Met & Above in ELA 33.14% Standard Met & Above in Math (DataQuest 2021)	44.85% Standard Met & Above in ELA 22.70% Standard Met & Above in math (2021-2022 DataQuest CAASPP)		56% Standard Met & Above in ELA 38% Standard Met & Above in Math

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Data Management Systems	Implement data management systems to collect and monitor student achievement data. School staff will use student achievement data (iReady, CAASPP, and CAST) to make adjustments to instructional practices and plan tiered interventions to address student deficits. Student group data will be analyzed to ensure all students are making adequate progress.	\$250,454.00	Yes
2.2	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.	\$121,938.00	Yes
2.3	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.	\$500,000.00	Yes
2.4	Advanced Learning Opportunities	<p>Expand access to programming to support students who are demonstrating a learning or critical thinking capacity beyond that of their chronological peers.</p> <ul style="list-style-type: none"> • Implement inclusive practices in the Gifted and Talented identification process to provide equity and access to all students, with an emphasis on underrepresented populations, via universal screening. • Provide supplemental resources to support the Gifted and Talented Education (GATE) pathways. • Provide GATE coaching and professional development opportunities to support teachers providing higher-level advanced instruction to identified students in self-contained and cluster classrooms. 	\$124,543.00	No

Goal Analysis [2022-23]

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.

Lodi Unified successfully implemented all four actions in Goal 2. We did not have any substantive differences between planned actions and actual implementation.

Noteworthy successes include the following:

Under action 2.1, monitoring of student achievement and planned tiered interventions were facilitated by the newly adopted iReady K-8 Mathematics program and iReady universal screening in both Math and English Language Arts.

Under action 2.2, district staff was able to collect supplemental student achievement data from the newly launched Ellevation platform to assist with monitoring our English Language Learner and Redesignated Fluent English Proficient (RFEP) academic achievement.

Challenges included the following:

Chronic Absenteeism

Under actions 2.3 (Enrichment Opportunities at High Schools) and 2.4 (Advanced Learning Opportunities) services were successfully delivered, however, chronic absenteeism continued to impact student outcomes as access to education was affected.

Mitigation of Learning Loss

Under action 2.1, school staff used student achievement data to make adjustments to instructional practices and plan tiered interventions to address holes in student understanding. The need to remediate across multiple grade levels proved challenging.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Lodi Unified has established our material differences threshold wherein the difference in the budgeted amount and the estimated actual expenditures exceeded \$500,000. All actions for Goal 2 were implemented and expenditures were within our material differences threshold. For action 2.1, we did not report expenditures for 2022-2023 due to a three year contract being paid out for action 2.1 during the 2020-2021 school year.

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

Goal 2 aims to ensure all students demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready.

- English Language Arts and Math Achievement -

All actions under goal 2 aim to bolster student academic achievement. The 2022 dashboard CAASPP scores in ELA and mathematics indicate that on average student achievement seems to have improved in both English Language Arts and Mathematics from 2020-2021 to 2021-2022. From the Fall 2021 Dashboard to the Fall 2022 Dashboard, student CASPP scores increased 7.9 points in ELA and 9 points in math (See Metric 4A: Statewide assessments SBAC). However, ELA and Math scores are still lower than baseline and below standard. These metrics reported may not be valid for comparison to prior year due to reduction in participation in 2020-2021.

Under Action 2.1, Multiple data management systems were used to collect and monitor student achievement data. We acknowledge improvement in the collective monitoring of student achievement data due to iReady Universal Screening and the Ellevation platform used to monitor English Learner/RFEP progress. This improved communication between administration, educators, and bilingual support staff. Under action 2.1, more extensive math and ELA student achievement data was available on the iReady platform aiding educators in making adjustments to instructional practices and helping to plan tiered interventions to address deficits in K-8. iReady math and ELA assessments allowed data to be disaggregated at the district and site level by student group. CAASPP student achievement data was pulled from Illuminate and helped to identify students in need of academic intervention. Students one or more years behind in mathematics were invited to participate in after school math intervention at 17 sites. More work is necessary to further implement and plan tiered interventions to address student achievement under MTSS.

- College Ready -

In terms of academic college preparedness, the percentage of students demonstrating college preparedness on the CAASPP/EAP assessments declined. The percentage of 11th grade pupils prepared for college as measure through the CAASPP/EAP assessment declined 5.93% in ELA and 10.44% in mathematics (see Metric 4A). The Early Assessment Program (EAP) is designed to provide students with an early signal for college-level coursework in English and mathematics and for placement of first-time freshman in the appropriate General Education (GE) English and mathematics courses if they enroll at a CSU. EAP scores indicate a need for more focused common core state standards progress monitoring with MTSS, as described under actions 2.1 and 2.2, especially at the secondary level. These metrics reported may not be valid for comparison to prior year due to reduction in participation in 2020-2021.

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.

The LCAP Goal 2 description, metrics, and desired outcomes remain unchanged.

The following change was made to the Action 2.1 title and description:

- Action 2.1 was made broader to include program monitoring which is inclusive of multiple data management systems. Notably, iReady Universal Screener data will be utilized to program monitor ELA and Math achievement. The title changed from "Data Management System" to "Data Management Systems". The description of Action 2.1 was changed to describe data management "systems" (iReady, CAASPP, and CAST) to be used in the MTSS process.

Metric 4A data source for year 2 was modified to state assessments due to piloting a new local benchmark assessment system. The desired outcome was modified as a result.

No funding changes were made to support Goal 2 Actions, after further analysis of data and consultation with educational partners, current supports provided under the actions and services for Goal 2 will continue for 2023-2024.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

The actions within this goal are designed to provide positive and supportive learning environments to help each student attain success. We will monitor and evaluate the actions by collecting and reviewing specific data, including attendance data, dropout rates, graduation rates, discipline data, parent participation data, and various survey data, among other student outcome data. In addition, we will solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on improving student outcomes. Current input received from educational partners through the LCAP development process indicates a desire to ensure we provide positive and supportive learning environments to ensure student success.

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)	0.28% (2020-2021)	1.25% (2021-2022 CALPADS 1.12)		0.25%
5A. School attendance	94.20% (2019-2020)	93.39% (2020-2021)	87.42% (2021-2022)		96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall Attendance Rate as calculated by Accounting Department Annually.					
5B.Chronic absenteeism Overall Chronic Absenteeism Rate - Data reflect the annual summary data from DataQuest.	9.26% (2019-2020)	18.60% (2020-2021)	39.2% (2021-2022 DataQuest)		7%
5D. High school dropout rate Overall High School Four-Year Cohort Outcome Dropout Rate from DataQuest.	6.4% (2019-2020)	6.6% (2020-2021)	7.6% (2021-2022)		5%
5E. High school graduation rate Overall high school four-year cohort outcome graduation rate from DataQuest.	86.8% (2019-2020)	85.6% (2020-2021)	88.2% (2021-2022 DataQuest)		90%
6A. Pupil suspension rate	4.7% (2019-2020)	1.0% (2020-2021)	6.3% (2021-2022 DataQuest)		4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of pupils suspended at least once according to DataQuest reporting.					
6B. Pupil expulsion rate Percent of pupils expelled from district according to DataQuest reporting.	0.13% (2019-2020)	0.01% (2020-2021)	0.3% (2021-2022 DataQuest)		0.10%
3A. Parental participation in decision making Overall percentage of parents who were offered opportunities to participate in the following decision making committees: <ul style="list-style-type: none"> • LCAP meetings • District Advisory Committee • Advisory meetings • School Site Council • Parent Surveys 	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> 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>(LUSD Climate Surveys 2020-2021)</p>	<p>Student Safety / Connectedness: 81.7%</p> <p>Parent Safety / Connectedness: 77.5%</p> <p>Staff Safety / Connectedness: 88.4%</p> <p>(LUSD Climate Surveys 2021-2022)</p>	<p>Student Safety / Connectedness: 81.9%</p> <p>Parent Safety / Connectedness: 81.9%</p> <p>Staff Safety / Connectedness: 86.5%</p> <p>(LUSD Climate Surveys 2022-2023)</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
3.1	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.	\$1,517,582.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	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 • Mental Health 	\$4,164,716.00	Yes
3.3	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.	\$50,009.00	Yes
3.4	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.	\$128,671.00	Yes
3.5	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.	\$3,331,678.00	Yes
3.6	Supplemental Services for School Safety	Implement supplemental services to enhance school safety. School sites will receive ongoing support to improve school safety.	\$720,000.00	Yes

Goal Analysis [2022-23]

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.

Five out six Goal 3 actions were successfully implemented as planned. Action 3.3 (Positive Behavior Interventions and Supports - PBIS) was partially implemented.

Noteworthy successes include the following:

- Under action 3.1, Community Liaison staff were able to bridge communication between home and school. Community Liaisons notified parents/guardians about opportunities to participate in site and district level committees. Family outreach also informed parents of extended learning opportunities for students and parents.
- Under action 3.2, Attendance Advisors helped to encourage regular school attendance with outreach to families. Also, families were able to be referred for mental health services more readily when mental health was a barrier to regular student attendance.
- Under action 3.4, Many parent learning opportunities were realized.
- Under action 3.5, Support Staff worked effectively to reinforce positive behavior expectations.

Challenges included:

- Under action 3.3, Positive Behavior Interventions and Supports (PBIS), finding enough time to explicitly integrate SEL curriculum and PBIS programming was a challenge.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Lodi Unified has established our material differences threshold where in the difference in the budget amount and the estimated actual expenditures exceed \$500,000. All actions were implemented and expenditures were within our material differences threshold.

There is an action that came close to exceeding material differences threshold. Under Action 3.2, Lodi USD implemented supplemental supports to address the needs of students experiencing difficulties in school related to attendance, behavior, and mental health. Increased need in these areas resulted in expenditures that nearly exceeded the material differences threshold. The budget expenditures under Action 3.2 was \$1,860,847, and the estimated actuals were \$2,340,802, a difference of \$479,955. This difference occurred as a result of attendance advisors working additional hours to support students who were absent or chronically absent and address attendance, behavior, or mental health as necessary.

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

All Goal 3 actions aim to establish a more positive and supportive learning environment, but there is still much work to be done to address the effects of the disruption to student academic and social emotional growth.

Under action 3.3, continued implementation of district-wide PBIS programming with additional follow-up training to reduce both the pupil suspension rate and expulsion rates is planned. The pupil suspension rates increased to 6.3% from a baseline of 4.7%. The pupil expulsion rate increased to .3% from a baseline of .13%, a .17% increase. The pandemic exasperated students' need to be explicitly taught self regulation and social skills, which made continuity of PBIS implementation after initial professional develop crucial to building positive and supportive learning environments. However, finding time for addressing learning loss, implementing new SEL curriculum alongside PBIS was sometimes a challenge in terms of sufficient instructional time. Some teachers suggested additional administrative PBIS oversight would be beneficial. In the 2021-22 School Year, we had 10 sites apply for PBIS CA state recognition. One applied for platinum, the highest recognition level. We had a larger number of sites apply this year. In 2022-2023 we have 20 sites applying: eighteen are applying for platinum, one for bronze, and one gold. Lodi Schools are working towards implementing all features of the PBIS Tiered Fidelity Inventory with increased fidelity. Continued focus on PBIS is planned. Having all school sites fully implement PBIS and receive recognition would be ideal.

Actions 3.1 (Community Liaison Support), 3.2 (Attendance and Behavior Supports), 3.3 (Positive Behavior Interventions and Supports - PBIS), 3.4 (Parent Involvement), and School Safety Measures (Actions 3.5 and 3.6) are designed to encouraged academic engagement, as measured by metrics 5D and 5E. In terms of high school academic engagement, Year 2 outcomes are encouraging. The Lodi Unified High School dropout rate (Metric 5D) increased only slightly by 1.0% from the 2020-2021 to the 2021-2022 school year, despite very high chronic absenteeism. The Lodi USD high school graduation rate (Metric 5E), 88.2%, exceeded the statewide high school graduation rate. Both the Lodi USD and State graduation rate indicators are medium.

The district was able to provide supplemental instructional supports (3.1, & 3.2), provide parental involvement opportunities (3.4), and implement safety measures (3.5, 3.6) for all students with increased services to target groups.

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.

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year. After analysis of data and consultation with educational partners, current supports provided under the actions and services will continue for 2023-2024. There are some actions where LUSD will be increasing staffing. The actions where LUSD will be increasing staffing for Goal 3 follow:

Under Action 3.1, increased funding for Community Liaison support is planned. A Foster Youth liaison will provide additional support to Foster Youth. Additional community liaisons will work to improve school to home communication in educational communities with higher rates of chronic absenteeism.

Under Action 3.2, increased funding for Attendance Advisors is planned.
Under Action 3.5, increased funding for Campus Safety.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Increase access to school by decreasing chronic absentee and suspension rates. By increasing educational access to Students Experiencing Homelessness, Black/African American students, foster youth, and students with disabilities, greater student achievement will follow, with a corresponding higher graduation rate for Foster Youth and Students with Disabilities.

An explanation of why the LEA has developed this goal.

Lodi Unified School District (Lodi USD) is required to add goals and/or actions for student groups who have been identified as consistently low-performing for at least three consecutive years in two or more indicators. Last year, Goal 4 was the goal within the LCAP that was focused on the differentiated assistance of our Students with Disabilities and Homeless students. Goal 4 is a required goal that now addresses consistently low performance outcomes for the following student groups: Students Experiencing Homelessness, Black/African American students, foster youth, and students with disabilities.

The district was identified for DA student groups for all three priority areas, pupil achievement, pupil engagement, and school climate. All student groups identified had a) very low English language arts and math scores, b) very high chronic absenteeism, and c) very high suspension rates. For Foster Youth and Students with Disabilities, both Pupil Engagement indicators, graduation rate and chronic absenteeism, had “cell phone bars” at the lowest performance level. In order to improve the student outcomes for these student groups, LUSD has developed metrics and actions to address the deficits outlined above.

***Students Experiencing Homelessness**

Lodi Unified serves fewer than 200 Students Experiencing Homelessness. On the Fall 2019 CA Dashboard, Students Experiencing Homelessness had a red indicator for achievement in both ELA and math and chronic absenteeism. As reported on the Fall 2022 Dashboard, Students Experiencing Homelessness scored 102.1 points below standard in ELA and 126.5 points below standard in math. The Fall 2022 Dashboard achievement data shows a 31.9 point decrease in ELA performance and 27.3 point decrease in math performance since Fall 2019. Drop in academic achievement was greatest for Students Experiencing Homelessness compared to the other student groups identified as consistently low performing, with very high rates of Chronic Absenteeism (96.40%) and Suspension (65.40%).

***Foster Youth**

Lodi Unified also serves fewer than 200 Foster Youth whose achievement in ELA and Mathematics has been in decline; Foster Youth scored 101.10 points below standard in ELA and 138.0 points below standard in math as reported on the Fall 2022 Dashboard, with very high rates

of Chronic Absenteeism (49.40%) and Suspension (20.5%). Additionally, Foster Youth had a very low graduation rate of 66.7%, on the Fall 2022 Dashboard.

***African American/Black Students**

Of the student groups identified as consistently low performing, our African American Black students showed smaller drops in academic achievement on the 2019 to 2022 CA Dashboard, falling 7.8 points in ELA and 7.7 points in Math, resulting in African America Black students scoring 76.4 points below standard in ELA and 123.5 points below standard in Math, with very high rates of chronic absenteeism (56.10%) and suspension (18.0%).

***Students with Disabilities (SWD)**

Students with Disabilities academic achievement was very low in both ELA and Mathematics, scoring 113.5 points below standard in ELA and 142.1 points below standard in Mathematics. Additionally, SWD had a very low graduation rate of 65% (Fall 2022 Dashboard).

Behavior support staff, mental health staff, attendance monitors, community liaisons and intervention teachers will continue to work to decrease rates of chronic absenteeism and suspension. This year we are increasing staffing for Community Liaisons and Attendance Advisors to more effectively partner with families to educate families on the relationship between attending school and academic outcomes in hopes of reducing the rates of chronic absenteeism that have increased significantly. Academic research shows that increased time on task increases achievement outcomes. The continued implementation of tiered interventions existing under action 4.3 (Tiered Interventions for African American, Homeless, Foster Youth, & Students with Disabilities) will allow professional learning communities to continue to build out and train staff on MTSS Tier 1, Tier 2, and Tier 3 explicit instruction aided by universal screeners in ELA and mathematics. Struggling students can now be more easily identified within the learning community in K-8 classrooms. In the past universal screening was not as realizable in K-8 district wide to help support MTSS efforts. Intervention teachers, behavior support, and mental health support staff will continue to work to improve the performance indicators for our goal 4 students. Targeted facilitation of student enrollment in credit recovery options for SWD and foster youth is planned under MTSS to improve graduation rates. Addressing the achievement gaps of our African America/Black student groups, Foster Youth, Homeless Students, and Students with Disabilities will be prioritized in the MTSS process with "priority" conversations, along side DA student groups receiving priority enrollment in interventions.

Addressing students' access to school by lowering rates of chronic absenteeism is critical given increases in chronic absenteeism; Homeless students had the largest rate of chronic absenteeism among the student groups identified for DA. Additional FTE for attendance monitors (action 3.2) and community liaisons (action 3.1 & 4.2) emerged as measures to increase student access to education, alongside increased funding for MTSS intervention for DA student groups (action 4.3). Additional behavioral supports under action 4.6 (Behavioral Supports) are proposed alongside continued training on using alternative discipline options as outlined in the district discipline manual. Additional support for students from BCBA's is planned to assist students with emotional regulation leading to lower suspension rates.

Goals 1-3 are inclusive of the DA student groups identified in Goal 4, but Goal 4 should facilitate a targeted approach to utilizing evidenced based practices meant to close performance gaps. Three new local metrics have been established to assist with evaluating the effectiveness of goal 4 actions meant to address performance gaps. These metrics include a tracking of referrals for Homeless student support. Both internal and external referrals for homeless support will be counted separately (see Additional Service Referrals). Another metric, Foster

Youth Interventions for Graduation, was added to help assess progress towards improving the graduation rate of Foster Youth. This metric includes three statistics: the number of Foster Youth participating in summer school, the percentage of Foster Youth completing at least one summer school course, and the percentage of Foster Youth completing at least one Apex course. Also, the metric Alternative Pathways Graduation Rate for Students with Disabilities (SWD) was added to track progress towards improving graduation rates for SWD.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Smarter Balanced Results: Average Distance from Standard (DFS) Met in English Language Arts for each identified student group - African American/Black (AA/B) Foster Youth (FY) Homeless (HL) Students with Disabilities (SWD)	Points below standard in ELA: AA / B: 68.6 FY: 83.3 HL: 70.2 SWD: 96.8 (2018-19 Dashboard)	Points below standard in ELA: AA / B: Not reported FY: Not Reported HL: 99.2 * SWD: Not Reported * (Locally calculated based on 2020-21 state testing data from Test Operations Management System) **State indicators not reported on the 2021 Dashboard	Points below standard in ELA: AA/B: 76.40 FY: 101.10 HL: 102.1 SWD: 113.5 (Fall 2022 Dashboard)		Points below standard in ELA: AA/B: 70 FY: 90 HL: 90 SWD: 100
4A. Smarter Balanced Results: Average Distance from Standard (DFS) Met in Mathematics	Points below standard in Math: AA / B: 115.8	Points below standard in Math: AA / B: Not reported	Points below standard in Math: AA/B: 123.5		Points below standard in math: AA/B: 115

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for each identified student group - African American/Black (AA/B) Foster Youth (FY) Homeless (HL) Students with Disabilities (SWD)	FY: 129.2 HL: 99.2 SWD: 130.4 (2018-19 Dashboard)	FY: Not Reported HL: 124.0 * SWD: Not Reported * (Locally calculated based on 2020-21 state testing data from Test Operations Management System) **State indicators not reported on the 2021 Dashboard	FY: 138.0 HL: 126.5 SWD: 142.1 (Fall 2022 Dashboard)		FY: 130 HL: 115 SWD: 130
5B. Percent of students chronically absent for each identified student group – African American/Black (AA/B) Foster Youth (FY) Homeless (HL) Students with Disabilities (SWD)	AA / B: 26.90% FY: 23.40% HL: 45.9% ** SWD: 20.90% (2018-19 DataQuest) (no 2019-20 DataQuest) ** incorrectly reported as 32.7% in 2022-23 LCAP	AA / B: 38.0% FY: 30.50% HL: 50.5% ** SWD: 26.40% (2020-21 DataQuest) ** incorrectly reported as 48.1% in 2022-23 LCAP	AA / B: 56.10% FY: 49.40% HL: 65.40% SWD: 48.60% (2021-22 DataQuest)		AA/B: 27% FY: 24% HL: 46% SWD: 21%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A. Percent of students suspended at least once for each identified student group – African American/Black (AA/B) Foster Youth (FY) Homeless (HL) Students with Disabilities (SWD)	AA / B: 13.2% FY: 15.5% HL: 6.6% SWD: 8.0% (2019-20 DataQuest)	AA / B: 2.8% FY: 4.4% HL: 1.5% SWD: 2.3% (2020-21 DataQuest)	AA / B: 18.0% FY: 20.5% HL: 10.0% SWD: 10.0% (2021-22 DataQuest)		AA / B: 1.5% FY: 1.5% HL: 1.5% SWD: 1.5%
5E. High School Graduation Rate – Foster Youth (FY)* (Four Year Adjusted Cohort Graduation Rate). Students with Disabilities (SWD) (Four Year Adjusted Cohort Graduation Rate). Students with Disabilities (SWD) Alternative Pathways Graduation Rate	FY: 82.6% SWD: 54.7% (2019-20 Additional Reports from California Dashboard Website) Alternative Pathways SWD: 60% (2021-2022 Locally Calculated)	FY: 44.4% SWD: 56.4% (2020-2021 Additional Reports from California Dashboard Website)	FY: 66.7% SWD: 65% (2021-2022 Additional Reports from California Dashboard Website)		FY: 75% SWD: 75% (2021-2022 Additional Reports from California Dashboard Website) Alternative Pathways SWD: 70% (Locally Calculated, establishing baseline in 2023-2024 school-year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*Newly identified Fall 2022					
Homeless Student Referrals for Additional Services: Number of Homeless students enrolled for the year. Number of internal and external referrals for Homeless students received for additional supports and services.	Establishing baseline in 2023-2024 school-year	New metric established in 2023-24 LCAP	Establishing baseline in 2023-2024 school-year		
High School Foster Youth Interventions for Graduation: Number of Foster Youth enrolled for the year. Number of Foster Youth participating in summer school. Number of Foster Youth completing at least one summer school course.	2021-2022 Local Data Enrolled: 51 Participating: 11 Completing: 7 Apex Enrolled: 0 Apex Completing: 0 Establishing baseline in 2023-2024 LCAP	New metric established in 2023-24 LCAP	2021-2022 Local Data Enrolled: 51 Participating: 11 Completing: 7 Apex Enrolled: 0 Apex Completing: 0 Establishing baseline in 2023-2024 LCAP		75% Completion Rate for those enrolled in the intervention programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Number of Foster Youth participating in at least one semester of an Apex course.</p> <p>Number of Foster Youth completing at least one semester of an Apex course.</p>					
<p>Alternative Graduation Pathways:</p> <p>Number of grade 12 students with disabilities.</p> <p>Number of students with disabilities enrolled in alternative pathways.</p> <p>Number of students with disabilities graduating with alternative pathways.</p>	<p>2021-2022 Local Data</p> <p>Grade 12 SWD: 345</p> <p>Alternate Pathway Enrolled: 75</p> <p>Alternate Pathway Graduates: 45</p> <p>Establishing baseline in 2023-2024 LCAP</p>	<p>New metric established in 2023-24 LCAP</p>	<p>2021-2022 Local Data</p> <p>Grade 12 SWD: 345</p> <p>Alternate Pathway Enrolled: 75</p> <p>Alternate Pathway Graduates: 45</p> <p>Establishing baseline in 2023-2024 LCAP</p>		<p>75% Completion Rate for those enrolled in the Alternative Pathways Program</p>

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Supplemental Staff for African American, Homeless, Foster Youth, and Students with Disabilities	<p>Continue supplemental support staffing to address the needs of underperforming student groups identified for differentiated assistance who are experiencing difficulties in school</p> <ul style="list-style-type: none"> • Academic intervention supports for elementary and middle school students • Supports to improve student attendance including increased staffing for student attendance advisors • Community liaison assistance support to provide assistance to families and connect to outside agencies • Psychologist staffing to provide behavioral supports for students 	\$215,718.00	No
4.2	Foster Community Liaison Assistance	<p>Community liaison assistant support to provide assistance to families and connect to outside agencies.</p> <p>Funding under Action 3.1 Community Liaison Support</p> <ul style="list-style-type: none"> • Communicate academic intervention/enrichment opportunities • Communicate credit recovery opportunities and extended learning opportunities to address low graduation rates and achievement • Additional whole child supports 	\$20,000.00	Yes
4.3	Tiered Interventions for African American, Homeless, Foster Youth, and Students with Disabilities	<p>Continue to build out and train staff on Tier 1, Tier 2, and Tier 3 explicit instruction, universal screeners, and targeted academic interventions to improve student outcomes in English language arts and math. Provide professional development, planning, and collaboration time for teachers to develop tiered interventions to address student needs. This includes specific resources for schools to support struggling students to accelerate their learning of grade-level standards with assistance from intervention teachers and instructional coaches. Additional credit recovery options for foster youth during intercessions</p>	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and summer will be offered through teachers of record when possible or through Apex.		
4.4	Supplemental Resources for Homeless	<p>Provide supplemental resources for homeless students including school supplies, clothing, food, hygiene supplies, assistance with school related activity fees, assistance with transportation, laundry, and other related needs as they arise. Work with families to make connections to outside agencies to provide ongoing support.</p> <ul style="list-style-type: none"> • Support staff to assist with acquisition and delivery of resources 	\$104,531.00	No
4.5	Diploma Pathways	<ol style="list-style-type: none"> 1. Provide Summer School program offering for SDC students on diploma pathway with an emphasis on students that are credit deficient. 2. Continue current SDC diploma pathway course options and sequence to maintain accessibility to courses needed to meet graduation requirements. 	\$416,000.00	No
4.6	Behavior Supports	<p>Increase student access to Board Certified Behavior Analysts (BCBA) and Behavior Psychologists to provide student support and site/staff training, using behavioral science and evidence-based practices.</p> <p>Continued administrative training on using alternative discipline options outline in district discipline manual.</p>	\$493,000.00	No

Goal Analysis [2022-23]

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.

We do not have any areas where there are substantive differences between planned actions and actual implementation.

Successes:

Under 4.1, Supplemental staff succeeded in addressing homeless students needs. Rapport was built between support staff and some of our homeless students and their families/guardians which facilitate needs assessment and delivery. Support staffs' contact with parents helped to decrease tardiness and absenteeism, and therefore increased student access to Tier 1 instruction. We were able to provide supplemental academic intervention and enrichment to Students in Transition. Student in transition received contracted intervention services for academic support and prioritized registration in after school math intervention.

Under 4.2, Teachers worked during PLC time to address all students learning needs. In K-8, MTSS was aided by iReady assessment data in ELA and math. When additional time on task was required to support homeless academic achievement, students received support on an individualized basis. MTSS assistance included assistance from our homeless intervention teacher, referrals with prioritization for after school Jump Into Math, additional assistance through homeroom teachers, or contracted tutor support.

Under 4.3, Supplemental basic necessities and resources were provided to homeless students with many referrals for support.

Under 4.4, Summer school credit recovery opportunities were offered to Students with Disabilities with an emphasis on enrolling students identified as credit deficient. Revised diploma pathways were implemented to increase Students with Disabilities high school graduation rate.

Under 4.5, Students with Disabilities with Behavioral issues were referred to receive support from Board Certified Behavioral Analysts (BCBAs). Students with Disabilities constituted a large portion of the overall referrals for BCBA support.

Challenges:

Under Action 4.2, challenges with assisting Students in Transition included scheduling time for our Homeless Intervention teachers to work with students. The number of students needing to be served was challenging. Students are multiple years behind and that posed an additional challenge. Signing students up for supplemental support outside the school day to address holes in learning was often difficult as transportation or other factors sometimes made access to supplemental intervention services more difficult.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Lodi Unified has established our material differences threshold wherein the difference in the budget amount and the estimated actual expenditures exceeded \$500,000. All actions were implemented and expenditures were within our material differences threshold.

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

Metric 4A reports academic achievement in ELA and Math. Our homeless students academic achievement (Metric 4A) fell 2.5 points in mathematics and 2.9 points in English from the 2020-2021 school year to the 2021-2022 school year. This change in academic performance was relatively stable from 2020-2021 to 2021-2022, given the 17.3 % increase in homeless chronic absenteeism from 2020-2021 to the 2021-2022 school year. This was a minimal drop in academic performance, considering the large jump in homeless students' rate of chronic absenteeism. Action 4.1 (Supplemental Staff for Homeless Students), 4.2 (Tiered Interventions for Homeless), and 4.3 (Supplemental Resources for Homeless) worked in unison to assist Homeless Students academically.

Action 4.4 (Diploma Pathways) aimed to improved the graduation rate of SWD. Programmatic monitoring for credit deficiency followed by additional summer credit recovery opportunities for credit deficient students and revised diploma pathways for SWD were intended to increase the graduation rate of SWD. The graduation rate for Students with Disabilities (SWD) increased from the baseline of 54.7% by 10.3 percent to 65.0% in 2021-2022.

Action 4.5 (Behavioral Supports) provided SWDs' assistance with emotional regulation support. While SWDs' suspension rate did increase 2% from the 2020-2021 school year to the 2021-2022 school year, Board Certified Behavioral Analysts assisted students with self regulation to effectively minimize negative behaviors that potentially lead to suspension.

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.

Goal 4 was rewritten to include all student groups identified as low performing and to specifically address their identified needs. Goal 4 aims to increase access to education for Students Experiencing Homelessness, Black/African American students, foster youth, and students with disabilities to improve student achievement.

Changes to Action numbers, titles, or descriptions are summarized as follows:

Action 4.1 (Supplemental Staff for Homeless Students) has a change in title and description. The title and description is now is inclusive of all DA student groups. Action 4.1 will be (Supplemental Staff for African American, Homeless, Foster Youth, and Students with Disabilities) and

expands services under the action to all DA student groups and calls for intervention supports extending to middle school for African American, Homeless, Foster Youth, and Students with Disabilities

Added a new Action:

New Action 4.2 (Foster Community Liaison Assistance) provides targeted supplemental support for our Foster Youth and reads "Community liaison assistant support to provide assistance to families and connect to outside agencies". Supports include the following:

- Communicate academic intervention/enrichment opportunities
- Communicate credit recovery opportunities and extended learning opportunities to address low graduation rates and achievement
- Additional whole child supports

Action 4.2 (Tiered Interventions for Homeless) will be Action 4.3 (Tiered Interventions for African American, Homeless, Foster Youth, and Students with Disabilities). The action description was updated to describe the services that will be provided under this action.

Action 4.3 (Supplemental Resources for Homeless) will be Action 4.4.

Action 4.4 (Diploma Pathways) will be Action 4.5 and the action description has been updated to specifically focus on students enrolled in the Special Day Class (SDC) program.

Action 4.5 (Behavioral Supports) will be Action 4.6 and the action description has been updated to reflect the continuing of Administrative training on using alternative discipline options.

The following changes were made to metrics and/or desired outcomes:

Metric 4A addressed Statewide Assessment achievement in both ELA and Math for Homeless Students. Metric 4A will include African American/Black, Foster Youth, Homeless and Students with Disabilities and will be reported as two separate metrics for ELA and Math.

Metric 5B now reports the rate of Chronic Absenteeism for all student groups identified for Differentiate Assistance. Since the Students Experiencing Homelessness rate of Chronic Absenteeism reported in the 2019-2020 LCAP was incorrectly reported, we corrected the baseline rate of Chronic Absenteeism for Students in Transition and set a new desired goal for Chronic Absenteeism for our Students in Transition, which is more appropriate relative to the actual baseline SWD rate of chronic absenteeism. The goal moved from 30% to 46%.

Metric 6A was reported twice, once for Homeless Students and then for Students with Disabilities. Metric 6A will be reported once and include African American/Black, Foster Youth, Homeless and Students with Disabilities. The Desired Outcome for 2023-24 has been updated to 1.5% for each student group.

Metric 5 E addressed Graduation Rate for Homeless Students. Metric 5E will include Foster Youth Graduation Rate and Students with Disabilities Alternative Pathways Graduation Rate. The Desired Outcome for 2023-24 Graduation Rate for Homeless and Foster youth has been updated to 75%.

Two metrics have been added to specifically measure the effectiveness of actions 4.2, 4.4, and 4.5.

Three new local metrics were establish to help monitor the effectiveness of implementation of Goal 4 Actions towards improving the graduation rates of Students with Disabilities and Foster Youth, and supporting the outcomes for our Homeless students. Namely, the number of Homeless student referrals (internal and external), Foster Youth graduation intervention metrics, and Alternative Pathways Metric were added.

Educational partners called for further implementation of multi tiered systems of support (MTSS). Goal 4 actions provide multi tiered supports to Students Experiencing Homelessness, Black/African American students, foster youth, and students with disabilities to improve student achievement through access to education.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
76,809,074	8,003,745

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.86%	0.25%	\$693,105.00	27.12%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 dropped for English Learners, low income students, and foster youth as measure from the 2019 to the 2022 Fall Dashboard. 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 (1.15 & 1.18), increased technology aligned to Common Core (1.2, 1.9), instructional coaching support (1.3), assessments (2.1, 2.2), services to support the social and emotional health of Foster Students, ELs, and SED (1.12, 3.1, 3.2), and Professional Development opportunities to support EL students (1.3). The core academic instructional program is strengthened through high quality professional development (1.3), parental involvement (3.4), academic interventions (1.5, 2.3), high quality teachers (1.3, 1.6, 1.9, & 1.13), instructional materials (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). Students facing academic challenges, as well as English learners who are struggling to acquire English will also receive intervention services (Actions 1.3 & 1.5). 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 2022-23 school year, we have seen an overall decrease in several student outcomes due to the ongoing effects of the COVID-19 Pandemic. Chronic absenteeism over the past two years 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 2023-2024 school year, we are planning on increasing the scope of interventions provided through actions 1.5, 1.18, 3.1, and 3.2. As we continue to maintain our focus on student wellness and mental health awareness and behavioral supports, we will increase mental health services and behavioral supports (1.18). We will increase services to bridge communication (1.5, 1.18, 3.1, and 3.2) and provide supplemental intervention through action 1.5, 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.

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, instructional coaching support, assessments, services to support the social and emotional health of Foster Students, and Professional Development opportunities to support EL students. 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), high quality teachers (1.4), and instructional supports (1.10 & 1.14) to increase student achievement. Under action 4.2 (Foster Community Liaison Assistance), a community liaison assistant will provide assistance to families and connect to outside agencies communicating academic intervention, enrichment, credit recovery opportunities, and other whole child supports.

The above actions and services are principally directed and effective in meeting the specific needs of our unduplicated students and meet the required percentage requirement.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

We will use the concentration grant add-on funding to increase existing staffing levels from our existing LCAP Actions. During the various community and educational partner meetings we've held during the past two years, we have obtained feedback from staff in order to identify existing needs. With the additional funding available, we will be increasing the following staffing LCAP Actions:

- 1.7 Maintain reduced class size in grades K-12 to increase student/teacher contact time.

For Action 1.7, we plan on maintaining additional teaching positions to reduce the number of combination classes at the elementary level.

- 1.8 Qualified and trained personnel will maintain facilities based on industry standards to enhance the learning environment.

For Action 1.8, we plan to maintain staffing for custodians and groundskeepers.

- 1.12 Continue social-emotional learning supports through counseling services and other supports.

For Action 1.12, we plan on maintaining elementary counselor Socio-Emotional Learning supports.

Additional Considerations

The staffing outlined above will be prioritized to provide direct services to students on school campuses with Unduplicated Pupil Percentages (UPP), pupils who are low-income, English learners, and/or foster youth, that is greater than 55 percent. Staff reviewed current student enrollment data and determined the majority of Lodi Unified school campuses had UPPs greater than 55 percent. Of all of our school campuses, only four school sites had a UPP less than 55%, which were Elkhorn Elementary, Lodi High School, Middle College, and Vinewood Elementary School. The remaining 44 school sites have a UPP greater than 55%. When finalizing placement of additional staffing to provide direct services to students, LUSD staff will review UPP information at our school sites and will use this information to guide staffing decisions.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	.0483	.0497
Staff-to-student ratio of certificated staff providing direct services to students	.0156	.0222

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$238,798,908.00	\$131,426,813.00		\$95,117,019.00	\$465,342,740.00	\$350,819,740.00	\$114,523,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Curriculum Adoption and Implementation	All		\$1,717,545.00			\$1,717,545.00
1	1.2	Management and Inventory Support	English Learners Foster Youth Low Income	\$550,627.00				\$550,627.00
1	1.3	Professional Development Opportunities	English Learners Foster Youth Low Income	\$3,726,792.00				\$3,726,792.00
1	1.4	Professional Development for English Learner Support & Summer School	English Learners	\$253,468.00				\$253,468.00
1	1.5	Supplemental Intervention and Enrichment Opportunities	English Learners Foster Youth Low Income	\$7,408,451.00				\$7,408,451.00
1	1.6	AVID-like Strategies	English Learners Foster Youth Low Income	\$494,159.00				\$494,159.00
1	1.7	Maintain Class Size Reduction	English Learners Foster Youth Low Income	\$21,611,641.00				\$21,611,641.00
1	1.8	Facilities Maintenance	English Learners Foster Youth Low Income	\$20,681,091.00				\$20,681,091.00
1	1.9	Technology Devices for Staff and Students	English Learners Foster Youth	\$3,000,000.00				\$3,000,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	English Learner Instructional Program	English Learners	\$372,070.00			\$663,741.00	\$1,035,811.00
1	1.11	LUSD Core Staffing	All	\$158,117,834.00		\$0.00		\$158,117,834.00
1	1.12	Social-Emotional Support & Wellness	English Learners Foster Youth Low Income	\$2,199,440.00				\$2,199,440.00
1	1.13	New Teacher Support	English Learners Foster Youth Low Income	\$231,804.00				\$231,804.00
1	1.14	Bilingual Paraprofessionals	English Learners	\$4,545,229.00				\$4,545,229.00
1	1.15	Career Technical Education	English Learners Foster Youth Low Income	\$2,935,262.00				\$2,935,262.00
1	1.16	Special Education	Students with Disabilities		\$68,992,540.00		\$17,442,544.00	\$86,435,084.00
1	1.17	State and Federal Grants	All		\$60,660,728.00	\$0.00	\$76,690,485.00	\$137,351,213.00
1	1.18	LUSD Supplemental Staffing	English Learners Foster Youth Low Income	\$868,449.00				\$868,449.00
2	2.1	Data Management Systems	English Learners Foster Youth Low Income	\$250,454.00				\$250,454.00
2	2.2	Monitor Supplemental Student Achievement Data	English Learners Foster Youth Low Income	\$121,938.00				\$121,938.00
2	2.3	Enrichment Opportunities at High Schools	English Learners Foster Youth Low Income	\$500,000.00				\$500,000.00
2	2.4	Advanced Learning Opportunities	All	\$124,543.00				\$124,543.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Community Liaison Support	English Learners Foster Youth Low Income	\$1,517,582.00				\$1,517,582.00
3	3.2	Attendance and Behavior Supports	English Learners Foster Youth Low Income	\$4,164,716.00				\$4,164,716.00
3	3.3	Positive Behavior Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	\$50,009.00				\$50,009.00
3	3.4	Parental involvement	English Learners Foster Youth Low Income	\$128,671.00				\$128,671.00
3	3.5	School Safety	English Learners Foster Youth Low Income	\$3,331,678.00				\$3,331,678.00
3	3.6	Supplemental Services for School Safety	English Learners Foster Youth Low Income	\$720,000.00				\$720,000.00
4	4.1	Supplemental Staff for African American, Homeless, Foster Youth, and Students with Disabilities	All				\$215,718.00	\$215,718.00
4	4.2	Foster Community Liaison Assistance	Foster Youth	\$20,000.00				\$20,000.00
4	4.3	Tiered Interventions for African American, Homeless, Foster Youth, and Students with Disabilities	All	\$20,000.00				\$20,000.00
4	4.4	Supplemental Resources for Homeless	All				\$104,531.00	\$104,531.00
4	4.5	Diploma Pathways	Students with Disabilities	\$360,000.00	\$56,000.00			\$416,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6	Behavior Supports	All	\$493,000.00				\$493,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
285,950,164	76,809,074	26.86%	0.25%	27.12%	\$79,683,531.00	0.00%	27.87 %	Total:	\$79,683,531.00
								LEA-wide Total:	\$74,492,764.00
								Limited Total:	\$5,190,767.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Management and Inventory Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$550,627.00	
1	1.3	Professional Development Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,726,792.00	
1	1.4	Professional Development for English Learner Support & Summer School	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$253,468.00	
1	1.5	Supplemental Intervention and Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,408,451.00	
1	1.6	AVID-like Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$494,159.00	
1	1.7	Maintain Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,611,641.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Facilities Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,681,091.00	
1	1.9	Technology Devices for Staff and Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	
1	1.10	English Learner Instructional Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$372,070.00	
1	1.12	Social-Emotional Support & Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,199,440.00	
1	1.13	New Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$231,804.00	
1	1.14	Bilingual Paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$4,545,229.00	
1	1.15	Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,935,262.00	
1	1.18	LUSD Supplemental Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$868,449.00	
2	2.1	Data Management Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,454.00	
2	2.2	Monitor Supplemental Student Achievement Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,938.00	
2	2.3	Enrichment Opportunities at High Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	\$500,000.00	
3	3.1	Community Liaison Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,517,582.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Attendance and Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,164,716.00	
3	3.3	Positive Behavior Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,009.00	
3	3.4	Parental involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$128,671.00	
3	3.5	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,331,678.00	
3	3.6	Supplemental Services for School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$720,000.00	
4	4.2	Foster Community Liaison Assistance	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$20,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$392,104,546.00	\$392,887,806.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Curriculum Adoption and Implementation	Yes	\$1,551,940.00	\$1,705,858
1	1.2	Management and Inventory Support	Yes	\$483,454.00	\$421,697
1	1.3	Professional Development Opportunities	Yes	\$2,819,960.00	\$2,874,695
1	1.4	Professional Development for English Learner Support	Yes	\$250,000.00	\$169,694
1	1.5	Supplemental Intervention and Enrichment Opportunities	Yes	\$3,725,611.00	\$3,751,549
1	1.6	AVID-like Strategies	Yes	\$491,271.00	\$347,193
1	1.7	Maintain Class Size Reduction	Yes	\$18,339,092.00	\$33,804,419
1	1.8	Facilities Maintenance	Yes	\$12,378,190.00	\$11,685,085
1	1.9	Technology Devices for Staff and Students	Yes	\$2,000,000.00	\$1,891,982
1	1.10	English Learner Instructional Program	Yes	\$885,706.00	\$224,469

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	LUSD Core Staffing	No	\$165,660,032.00	\$172,529,533
1	1.12	Social-Emotional Support & Wellness	Yes	\$2,309,470.00	\$1,754,016
1	1.13	New Teacher Support	Yes	\$232,547.00	\$26,406
1	1.14	Bilingual Paraprofessionals	Yes	\$4,238,465.00	\$3,136,280
1	1.15	Career Technical Education	Yes	\$2,443,209.00	\$2,396,441
1	1.16	Special Education	No	\$77,192,660.00	\$80,487,374
1	1.17	State and Federal Grants	No	\$86,778,115.00	\$65,144,795
1	1.18	LUSD Supplemental Staffing	Yes	\$330,948.00	\$385,020
2	2.1	Data Management System	Yes	\$285,129.00	\$0
2	2.2	Monitor Supplemental Student Achievement Data	Yes	\$108,468.00	\$106,892
2	2.3	Enrichment Opportunities at High Schools	Yes	\$500,000.00	\$302,358
2	2.4	Advanced Learning Opportunities	Yes	\$105,862.00	\$65,238
3	3.1	Community Liaison Support	Yes	\$1,189,873.00	\$1,093,601

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Attendance and Behavior Supports	Yes	\$1,860,847.00	\$2,340,802
3	3.3	Positive Behavior Interventions and Supports (PBIS)	Yes	\$50,000.00	\$8,289
3	3.4	Parental involvement	Yes	\$144,868.00	\$102,167
3	3.5	School Safety	Yes	\$4,149,580.00	\$4,472,782
3	3.6	Supplemental Services for School Safety	Yes	\$720,000.00	\$700,409
4	4.1	Supplemental Staff for Homeless Students	No	\$215,718.00	\$152,441
4	4.2	Tiered Interventions for Homeless	No	\$10,000.00	\$10,000
4	4.3	Supplemental Resources for Homeless	No	\$104,531.00	\$110,240
4	4.4	Diploma Pathways	No	\$56,000.00	\$56,000
4	4.5	Behavior Supports	No	\$493,000.00	\$630,081

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$72,754,589	\$59,378,809.00	\$72,061,484.00	(\$12,682,675.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum Adoption and Implementation	Yes				
1	1.2	Management and Inventory Support	Yes	\$483,454.00	\$421,697		
1	1.3	Professional Development Opportunities	Yes	\$2,819,960.00	\$2,874,695		
1	1.4	Professional Development for English Learner Support	Yes	\$250,000.00	\$169,694		
1	1.5	Supplemental Intervention and Enrichment Opportunities	Yes	\$3,725,611.00	\$3,751,549		
1	1.6	AVID-like Strategies	Yes	\$491,271.00	\$347,193		
1	1.7	Maintain Class Size Reduction	Yes	\$18,339,092.00	\$33,804,419		
1	1.8	Facilities Maintenance	Yes	\$12,378,190.00	\$11,685,085		
1	1.9	Technology Devices for Staff and Students	Yes	\$2,000,000.00	\$1,891,982		
1	1.10	English Learner Instructional Program	Yes	\$221,965.00	\$224,469		
1	1.12	Social-Emotional Support & Wellness	Yes	\$2,309,470.00	\$1,754,016		
1	1.13	New Teacher Support	Yes	\$232,547.00	\$26,406		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Bilingual Paraprofessionals	Yes	\$4,238,465.00	\$3,136,280		
1	1.15	Career Technical Education	Yes	\$2,443,209.00	\$2,396,441		
1	1.18	LUSD Supplemental Staffing	Yes	\$330,948.00	\$385,020		
2	2.1	Data Management System	Yes	\$285,129.00	\$0		
2	2.2	Monitor Supplemental Student Achievement Data	Yes	\$108,468.00	\$106,892		
2	2.3	Enrichment Opportunities at High Schools	Yes	\$500,000.00	\$302,358		
2	2.4	Advanced Learning Opportunities	Yes	\$105,862.00	\$65,238		
3	3.1	Community Liaison Support	Yes	\$1,189,873.00	\$1,093,601		
3	3.2	Attendance and Behavior Supports	Yes	\$1,860,847.00	\$2,340,802		
3	3.3	Positive Behavior Interventions and Supports (PBIS)	Yes	\$50,000.00	\$8,289		
3	3.4	Parental involvement	Yes	\$144,868.00	\$102,167		
3	3.5	School Safety	Yes	\$4,149,580.00	\$4,472,782		
3	3.6	Supplemental Services for School Safety	Yes	\$720,000.00	\$700,409		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$272,874,832	\$72,754,589	0.00%	26.66%	\$72,061,484.00	0.00%	26.41%	\$693,105.00	0.25%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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