2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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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.

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)	90.9% (2022-23 Locally calculated based on district-wide credentialing information)	100%
1A. Teachers appropriately assigned and fully credentialed Number of teacher mis-assignments and vacancies according to Williams Report.	7 teachers (2019-2020 Williams Report)	108 teachers (2020-21 Locally determined based on district-wide credentialing information)	65 (2021-22 Locally calculated based on district-wide credentialing information)	121 teachers (2022-23 Locally calculated based on district-wide credentialing information)	0 teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1B. Access to Instructional Materials Percentage of students provided with instructional materials in all content areas for all students, as verified by the Board approved textbook sufficiency report.	100% (2020-2021)	100% (2021-2022)	100% (2022-2023	100% (2023-2024)	100%
1C. Facilities are maintained. Percentage of facilities identified by the Facility Inspection Tool (FIT) to be in good repair as verified by the Williams report.	100% (2020-2021)	100% (2021-2022)	100% (2022-2023	100% (2023-2024)	100%
2A. Implementation of State Standards Percentage of teachers were properly trained to deliver Common Core standards-based instruction in ELA / Math in the classroom, including	100% (2019-2020)	100% (2020-2021)	100% (2022-2023	100% (2023-2024)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Integrated and Designated English Language Development as verified by site and district observations, and Professional Development System (PDS) records.					
2A. Implementation of State Standards and services for ELs Percentage of students received Common Core standards- based instruction in ELA / Math, including Integrated and Designated English Language Development as verified by principal walkthroughs and PLC visits.	100% (2019-2020)	100% (2020-2021)	100% (2022-2023	100% (2023-2024)	100%
4B. A-G Completion Percentage of Pupils who meet A-G completion requirements	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)	24.1% (2023 College/Career Measures Only Report)	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
according to California Dashboard.					
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)	24.6% (2023 College/Career Measures Only Report)	28%
4D. Completed both A-G and CTE Percentage of pupils who successfully completed both A-G completion requirements and CTE Pathways.	4.7% (2020 CALPADS Report)	5.6% (2021 College/Career Measures Only Report)	6.4% (2022 College/Career Measures Only Report)	5.2% (2023 College/Career Measures Only Report)	10%
4E. EL progress (ELPAC) Percentage English Learners who make progress toward English proficiency as measured by the	45.6% (Fall 2019 Dashboard)	32.4% (2020-21 locally calculated data based on ELPAC assessments)	47.5% (Fall 2022 Dashboard)	47.3% (Fall 2023 Dashboard)	55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC according to the California Dashboard.					
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)	13.4% (2022-2023 calculated from CALPADS 2.16 and 1.17)	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)	64.32% (2022-2023 College Board AP)	65.0%
4G. AP Exams Percentage of pupils who pass at least 2 AP exams (3+) according to Dashboard.	7.9% (2019-20 Dashboard Additional Reports)	11.1% (Fall 21 Dashboard Additional Reports)	6.2% (Fall 22 Dashboard Additional Report)	7.1% (Fall 23 Dashboard Additional Report)	15.0%
7A. A broad course of study Percentage of students K-12 had access to and enrolled	100% (2019-2020)	100% (2020-2021)	100% (2022-2023)	100% (2023-2024)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: • ELD daily for English Learners • Foster Youth					
8A. Other pupil outcomes if available, for courses described under EC sections 51210 and 51220 (a)-(i), as applicable Percentage of students who received State Seal of Biliteracy as reported on Dashboard.	5.2% (2020 Dashboard)	7.2% (2021 College/Career Measures Only Report)	4.8% (2022 College/Career Measures Only Report)	4.0% (2023 College/Career Measures Only Report)	10%

Goal Analysis

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.

Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.16, and 1.17 and were implemented as planned. Providing sites with additional support and filling bilingual paraeducator vacancies should be highlighted.

Staff was provided with materials and professional development needed to deliver instruction.
Supplemental intervention was offered at many sites.
Enrichment occurred at all levels.

Information regarding actions not fully implemented is noted below.
Actions 1.5, 1.18 and 1.14 were partially implemented. Staffing challenges continue to present barriers for full implementation within all three actions. Most vacancies within action 1.14 (bilingual paraprofessionals) were filled by the end of the year.

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.

Material differences is defined by a difference of 20% or greater between planned and estimate actual expenditures. Below is a list of actions with material differences.
1.1 One-time grant funds were used in place of LCFF funds to carry out this action.
1.4 26% of budgeted LCFF funds were not spent because one-time funds were used to support this action. ESSER III funding was used to pay for EL Summer School.
1.5 Supplemental Enrichment and Intervention actions were carried with 57% of the allocated LCFF funds remaining. Various intervention teaching positions remained unfilled due to staffing shortages and prioritization of classroom teachers over supplemental intervention positions. Additionally, several activities such as after school intervention, summer programing, supplemental curriculum, and STEM materials were carried out with the use of ESSER and ELOP funds.
1.10 34% of the EL instructional services allocation was left unspent due to the use of other one-time funding sources.
1.11 Core staffing cost more than budgeted resulting in a material difference of above 20%
1.14 Bilingual paraeducator staffing was challenging at the start of the year leading to material differences (20%) in spending. Most positions were filled by the end of January.
1.17 Not all restricted federal and state funds were used because many grants have multiple years to spend the funding. LCFF funding is not allocated to this action.
1.18 30% of the LUSD supplemental Staffing allocation was left unspent due to employment vacancies at the start of the year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The majority of actions implemented were effective based on the metrics.
A breakdown of the analysis of each action is noted below.
Based on the access to instructional materials metric (1B), actions 1.1 (Curriculum Adoption and Implementation), 1.2 (Management and Inventory Support), and 1.9 (Technology) were effective.

Based on the implementation of state standards metric (2A all), actions 1.3 (Professional Development) and 1.7 (Maintain Class Size Reduction), 1.11 (Core Staffing), 1.13 (New Teacher Support), 1.18 (Supplemental Staffing) were effective.
Based on the implementation of state standards for ELs, ELPAC proficiency, and EL reclassification rate metric (2A EL, 4E, and 4F), the actions involving our English Learner population (actions 1.4, 1.10, and 1.14) were effective overall.
It is difficult to determine the effectiveness of Action 1.5 (Supplemental Intervention and Enrichment) due to the broad nature of this action.
It is difficult to determine the effectiveness of Actions 1.6 (AVID-like strategies), 1.12 (SEL), was mostly implemented and deemed neutral in terms of effectiveness based on graduation rates. Additional time fully implementing this action is needed to determine effectiveness.
Based on the facilities maintenance metric (1C), action 1.8 was effective.
Based on A-G and CTE completion rates (4B), action 1.15 (CTE) has been difficult to determine effectiveness. More time is needed to address the challenges brought about by the COVID-19 pandemic.
Actions 1.16 (Special Education) and 1.17 (State and Federal Grants) are required services.

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 Lodi Unified School District slightly adjusted the verbiage in goal 1. It will read, "All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities."

Metrics under goal 1 were adjusted to include newly required data for contributing actions. Below are the changes to metrics.
* 1A - A metric was added to explore the impact of class size reduction efforts.
* 2A - Professional development and data analysis will be measured electronically rather than by walk throughs. Data support will be added as a metric and provided at least three times a year and measured by the percentage of sites accessing the supplemental data. This will assist LUSD in creating a cycle of data evaluation and using the data to drive instruction.
* 4A - DFS will be an added metric in goal 1 to measure the effectiveness of actions 1.2 (Library Media Assistant Support), 1.3 (Supplemental PD), 1.6 (Maintain Class Size Reduction), 1.8 (Technology Support), and 1.9 (Data Support). Additionally, contributing student group (EL, FY, SED) data will be added to the metrics to assess the educational impact of those actions on student outcomes.
* 5B - Chronic Absenteeism rates will include contributing student groups to determine effectiveness of increased facilities maintenance on student attendance.
* Metrics 4B (A-G Completion), 4C (Career Technical Education), 4D (Completed both A-G and CTE), 4G (AP Exams), 4F (EL Reclassification Rate), 7A (A broad course of study), and 8A (Other Pupil Outcomes) were moved to goal 2 to better align with the actions supporting that goal.

All actions previously in goal 1 will continue in the 2024 LCAP. Actions that were not supporting goal 1 were moved to the corresponding goal. Below are the changes to actions and rationale behind those adjustments. Some actions were slightly adjusted to more accurately reflect the services being provided.
* Action 1.2 changed the title (Library Media Assistant Support) and description to clarify the support school site receive. CAASPP test results indicated a need for improvement in literacy. Additional funds were added to increase student support at elementary school sites.

* 1.5 (Supplemental Intervention and Enrichment) was split into two actions under goal 2 to better align to that goal and more accurately assess effectiveness of intervention and enrichment separately.
* Actions 1.6 (AVID-like strategies), 1.12 (SEL), 1.13 (New Teacher Support), 1.14 (Bilingual Paraeducators), 1.15 (CTE), 1.16 (Special Education), 1.17 (State and Federal Grants), and 1.18 (Supplemental Staffing) were moved to goal 2 or 3 to better support that goal.

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.

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)	38.40% ELA 27.69% Math (2022-2023 DataQuest CAASPP)	40% ELA 28% Math Data Source and Desired Outcome Updated in 22-23
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)	31.6 points below Standard Met in ELA 66.0 points below Standard Met in math (Fall 2023 Dashboard)	9 points below standard in ELA 40 points below standard in Math
4H. College Preparedness	52.96% Standard Met & Above in ELA	50.78% Standard Met & Above in ELA	44.85% Standard Met & Above in ELA	51.70% Standard Met & Above in ELA	56% Standard Met & Above in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of grade 11 pupils who participate in & demonstrate college preparedness on assessment (SBAC) according to California DataQuest.	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)	33.14% Standard Met & Above in Math (DataQuest 2021)	22.70% Standard Met & Above in math (2021-2022 DataQuest CAASPP)	23.16% Standard Met & Above in math (2022-2023 DataQuest CAASPP)	38% Standard Met & Above in Math

Goal Analysis

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.

Most actions in goal 2 were implemented as planned.
Data management systems were used to monitor student achievement data as stated in actions 2.1 (Data Management) and 2.2 (Monitor Supplement Supplemental Achievement Data).
Action 2.3 (Enrichment Opportunities at HS) was partially implemented as intended. Due to staffing challenges and student interest, afterschool intervention and enrichment at the high schools was not fully implemented in accordance with their plans.
Advanced Academic Supports were implemented as planned in action 2.4 (Advanced Learning Opportunities).

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.

Material differences is defined by a difference of 20% or greater between planned and estimate actual expenditures. Below is a list of actions with material differences.
2.1 Alternate funding sources were used resulting in a 90% difference between budgeted and actual expenditures.
2.3 Due to staffing challenges and student interest, 27% of the allocation was spent on high school enrichment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A breakdown of the effectiveness of each action is below.
2.1 Student achievement data (4A) would confirm that the use of data management was effective.
2.2 Monitoring data was determined to be effective by distance from standard data in metric 4A.
2.3 Incredible growth within the college preparedness metric (4H) confirmed the effectiveness of action 2.3 which provided enrichment and intervention opportunities to high school students.
2.4 It is difficult to determine the effectiveness of Advanced learning opportunities based on the metrics within goal 2 the LCAP.

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.

For the next three-year cycle, goal 2 will primarily address pupil achievement, pupil engagement, course access, and other pupil outcomes. Actions formerly supporting other goals were moved to goal 2 to better align with that goal. The goal will address priorities 4, 5, 7 and 8. Intervention and enrichment were separated as was the metric used to assess effectiveness. LUSD has made considerable efforts to improve metrics associated with early literacy. Additional early literacy support will be provided to most elementary sites and included in a new action. A metric to assess the effectiveness of these efforts was added to goal 2. Direct Targeted Assistance is now imbedded within multiple actions and metrics within goal 2. The data source used to determine effectiveness was adjusted for a few metrics to more closely align with contributing actions.

Metrics under goal 2 were adjusted to include newly required data for contributing actions. Unless otherwise noted, the action numbers referenced are the action numbers in the 2024 LCAP. Below are the changes to metrics.
* 4A - DFS data for contributing student groups (EL, FY, SED) will be added to the metrics to assess the effectiveness of action 2.2 (Supplemental Intervention).
* 4A - Local Benchmark data for contributing student groups (EL, FY, SED) will be added to the metrics to assess the effectiveness of actions 2.1 (New Teacher Support) and 2.11 (Supplemental Staffing and Support).
* 4A - Meeting Standard data for contributing student groups (EL, FY, SED) will be added to the metrics to assess the effectiveness of action 2.3 (Supplemental Enrichment Opportunities).
* 4A - Local Literacy is a new metric to assess effectiveness of literacy efforts and organizational consistency work happening throughout the district and outlined in action 2.8 (Literacy Support).
* 4B - A-G data for contributing student groups (EL, FY, SED) will be added to the metrics to assess the educational impact of those actions on student outcomes in action 2.9 (Career and College Readiness).
* 4E - Long-term English Learner Progress is a new required metric and will under goal 2 to measure the effectiveness of action 2.12 (LTEL Coaching Support).
* 4G - AP Exams will be broken down by contributing student groups.
* 5D - High school dropout rate data for contributing student groups (EL, FY, SED) will be added to the metrics to assess the educational impact of those actions on student outcomes.

* 5E - Graduation rate data for contributing student groups (EL, FY, SED) will be added to the metrics to assess the effectiveness of 2024 actions 2.4 (HS Enrichment and Intervention).
* 7A - Broad course of study data for contributing student groups (EL, FY, SED) will be added to the metrics to assess the educational impact of those actions on student outcomes.
* 7B - GATE enrollment information for all students, including contributing student groups as well as Exceeding Standards (Metric 4A Meeting Standards) will be used to measure action 2.6 (Advanced Academic Opportunities).
* 7B - Alternate pathway completion metric was moved from goal 4 and will assess the effectiveness of action 2.7 (Special Education).

Several actions were added or moved to goal 2 to support student achievement. Below are the changes to actions and rationale behind those adjustments. Unless otherwise noted, the action number in parenthesis is the action number in the 2024 LCAP.
2023 action 2.1 (Data Management) was combined with action 2.2 (Monitor Supplement Supplemental Achievement Data) and moved to goal 1.
2023 action 2.3 (Enrichment Opportunities at HS) will continue to support improved student outcomes within goal 2, with the inclusion of intervention services previously under action 1.5 (Supplemental Intervention and Enrichment).
2023 action 2.4 (Advanced Learning Opportunities) was adjusted to provide support for gifted and advanced placement students in identification and improving student achievement and will become action 2.6. The description will be adjusted as defined by the needs of contributing student groups.
Actions to support new teachers (2.1), supplemental intervention (2.2), enrichment (2.3), English Learners (2.5), special education (2.7), CTE (2.10), career and college readiness (2.9), and supplemental staffing (2.11) were moved to goal 2 from other goals to improve student academic outcomes and align with the goal and metrics.
An action (2.12) was added to support LTEL growth through the use of coaching and targeted language support.
An action providing literacy support and professional development (2.8) was added to target students to ensure they are reading by third grade and continue to make academic growth in literacy beyond third grade.

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.

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)	0.27% (2022-2023 CALPADS 1.12)	0.25%
5A. School attendance Overall Attendance Rate as calculated by Accounting Department Annually.	94.20% (2019-2020)	93.39% (2020-2021)	87.42% (2021-2022)	91.47% (2022-2023)	96%
5B.Chronic absenteeism	9.26%	18.60%	39.2%	30.6%	7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall Chronic Absenteeism Rate - Data reflect the annual summary data from DataQuest.	(2019-2020)	(2020-2021)	(2021-2022 DataQuest)	(2022-2023 DataQuest)	
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)	7.49% (2022-2023)	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)	86.1% (2022-2023 DataQuest)	90%
6A. Pupil suspension rate Percent of pupils suspended at least once according to DataQuest reporting.	4.7% (2019-2020)	1.0% (2020-2021)	6.3% (2021-2022 DataQuest)	6.6% (2022-2023 DataQuest)	4%
6B. Pupil expulsion rate	0.13% (2019-2020)	0.01% (2020-2021)	0.3% (2021-2022 DataQuest)	0.3% (2022-2023 DataQuest)	0.10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of pupils expelled from district according to DataQuest reporting.					
3A. Parental participation in decision making Overall percentage of parents who were offered opportunities to participate in the following decision making committees: • LCAP meetings • District Advisory Committee • Advisory meetings • School Site Council • Parent Surveys • Board meetings • Back to School, Open house	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024)	100%
6C. Other local measures, including surveys of pupils,	Student Safety / Connectedness: 85.6%	Student Safety / Connectedness: 81.7%	Student Safety / Connectedness: 81.9%	Student Safety / Connectedness: 79.2%	Student Safety / Connectedness: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parents, and teachers on safety and school connectedness. Overall positive response rates of students, parents and staff survey regarding school safety and connectedness.	Parent Safety / Connectedness: 84.6% Staff Safety / Connectedness: 86.1% (LUSD Climate Surveys 2020-2021)	Parent Safety / Connectedness: 77.5% Staff Safety / Connectedness: 88.4% (LUSD Climate Surveys 2021-2022)	Parent Safety / Connectedness: 81.9% Staff Safety / Connectedness: 86.5% (LUSD Climate Surveys 2022-2023)	Parent Safety / Connectedness: 79.9% Staff Safety / Connectedness: 83.7% (LUSD Climate Surveys 2023-2024)	Parent Safety / Connectedness: 90% Staff Safety / Connectedness: 90%

Goal Analysis

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.

All actions in goal 3 were implemented as planned.

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.

Material differences is defined by a difference of 20% or greater between planned and estimate actual expenditures. Below is a list of actions with material differences.
3.2 (Attendance and Behavior Supports) 26% of the allocation was not spent on attendance interventions and supports. This action was fully implemented with the use of less funding than allocated.
3.3 (PBIS) 46% of the allocated funds were spent on PBIS supports. Other funding sources were used to fund the remaining $22,000.
3.5 (Safety) Additional safety costs and concerns increased the amount spent, leading to a 26% increase between budgeted and actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 (Bilingual CLA Support) and 3.2 (Attendance and Behavior Supports) Additional support staff to bridge the communication gap between home and school and support professionals to assist with attendance outlined in actions 3.1 and 3.2 proved to be effective when examining the attendance rate and chronic absenteeism rates from year 2 to year 3 in metrics 5A and 5B.

Determining effectiveness of action 3.3 (PBIS) was challenging because the metric data was inconsistent due to challenges brought about by the COVID-19 pandemic. Additional time to determine effectiveness based on discipline data.

Determining effectiveness of action 3.4 (Parental Involvement), 3.5 (School Safety), and 3.6 (Supplemental Services for School Safety) proved to be challenging based on inconsistent survey results and low survey participation.

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.

For the next three-year cycle, goal 3 will primarily address parent involvement, pupil engagement, and school climate. Actions formerly supporting other goals were moved to goal 3 to better align with this goal.

Metrics under goal 2 were adjusted to include newly required data for contributing actions. Below are the changes to metrics.
* 3A & 3B - To better assess effectiveness of parent involvement, LUSD will be using both climate survey data and the local priority reflection tool.
* 3C - is a new metric to capture IEP participation and address priority 3C.
* 5B - Chronic Absenteeism rates will include contributing student groups to determine effectiveness of actions 3.1 (Bilingual CLA Support), 3.2 (Attendance and Behavior Supports), 3.4 (Mental Health and SEL Supports), and 3.5 (Learning and engagement Opportunities for parents).
* 6A - Pupil suspension rate data will include contributing student groups to determine effectiveness of actions 3.3 (Tiered and Supplemental Behavior Supports) and 3.5(Learning and engagement Opportunities for parents).
* 6C - The wording in the metrics regarding school connectedness and safety will be adjusted to more clearly define a positive rating.

Below are the changes to actions in goal 3.
Additional community liaison support was added to action 3.1 to increase parental involvement and improve student attendance.
A decrease to funding in action 3.2 (Attendance and Behavior Supports) reflects the change in funds needed to implement this action.
Action 3.3 (Tiered and Supplemental Behavior Supports) will include both tiered and supplemental behavior supports. There will be an increase in funding to support a proactive approach to behavior intervention.2024-2025 action 3.3 will support improved behavioral outcomes.
3.4 Mental health and behavioral supports is an action formerly under goal 1. The description was slightly adjusted to better represent the work being done by mental health professionals and counselors. An increase to mental health assistance was added to this action.
3.6 Formerly school safety was listed in two actions under goal 3. Those actions were combined to create one school safety action.

Direct Targeted Assistance is now imbedded within multiple actions and metrics within goal 3. The data source used to determine effectiveness was adjusted for a few metrics to more closely align with contributing actions.
However, the actions will be combined and altered slightly to address safety and connectedness concerns.

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.

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: 80.3 FY: 93.6 HL: 107.5 SWD: 110.8 (Fall 2023 Dashboard)	Points below standard in ELA: AA/B: 70 FY: 90 HL: 90 SWD: 100

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 Mathematics for each identified student group - African American/Black (AA/B) Foster Youth (FY) Homeless (HL) Students with Disabilities (SWD)	Points below standard in Math: AA / B: 115.8 FY: 129.2 HL: 99.2 SWD: 130.4 (2018-19 Dashboard)	Points below standard in Math: AA / B: Not reported 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	Points below standard in Math: AA/B: 123.5 FY: 138.0 HL: 126.5 SWD: 142.1 (Fall 2022 Dashboard)	Points below standard in Math: AA/B: 123.0 FY: 128.8 HL: 143.5 SWD: 136.0 (Fall 2023 Dashboard)	Points below standard in math: AA/B: 115 FY: 130 HL: 115 SWD: 130
5B. Percent of students chronically absent for each identified student group – African American/Black (AA/B)	AA / B: 26.90% FY: 23.40% HL: 45.9% ** SWD: 20.90% (2018-19 DataQuest)	AA / B: 38.0% FY: 30.50% HL: 50.5% ** SWD: 26.40% (2020-21 DataQuest)	AA / B: 56.10% FY: 49.40% HL: 65.40% SWD: 48.60% (2021-22 DataQuest)	AA / B: 45.6% FY: 35.7% HL: 63.7% SWD: 39.1% (2022-23 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
Foster Youth (FY) Homeless (HL) Students with Disabilities (SWD)	(no 2019-20 DataQuest) ** incorrectly reported as 32.7% in 2022-23 LCAP	** incorrectly reported as 48.1% in 2022-23 LCAP			
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: 15.2% FY: 20.1% HL: 10.7% SWD: 9.6% (2022-23 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).	FY: 82.6% SWD: 54.7% (2019-20 Additional Reports from	FY: 44.4% SWD: 56.4% (2020-2021 Additional Reports from	FY: 66.7% SWD: 65% (2021-2022 Additional Reports from	FY: 75.0% SWD: 68.4% (2022-2023Additional Reports from	FY: 75% SWD: 75% (2021-2022 Additional Reports from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities (SWD) (Four Year Adjusted Cohort Graduation Rate). Students with Disabilities (SWD) Alternative Pathways Graduation Rate *Newly identified Fall 2022	California Dashboard Website) Alternative Pathways SWD: 60% (2021-2022 Locally Calculated)	California Dashboard Website)	California Dashboard Website)	California Dashboard Website) SWD Alternate Pathways: 57% (Locally calculated)	California Dashboard Website) Alternative Pathways SWD: 70% (Locally Calculated, establishing baseline in 2023-2024 school-year)
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	Enrolled: 270 Referred: 80	
High School Foster Youth Interventions for Graduation:	2021-2022 Local Data Enrolled: 51 Participating: 11	New metric established in 2023-24 LCAP	Enrolled: 51 Participating: 11 Completing: 7 Apex Enrolled: 0 Apex Completing: 0	Enrolled: 44 Participating: 7 Completing: 7 Apex Enrolled: 1 Apex Completing: 1	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
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. Number of Foster Youth participating in at least one semester of an Apex course. Number of Foster Youth completing at least one semester of an Apex course.	Completing: 7 Apex Enrolled: 0 Apex Completing: 0 Establishing baseline in 2023-2024 LCAP		2021-2022 Local Data	2022-2023 Local Data	
Alternative Graduation Pathways: Number of grade 12 students with disabilities. Number of students with disabilities enrolled in alternative pathways.	2021-2022 Local Data Grade 12 SWD: 345 Alternate Pathway Enrolled: 75 Alternate Pathway Graduates: 45 Establishing baseline in 2023-2024 LCAP	New metric established in 2023-24 LCAP	Grade 12 SWD: 345 Alternate Pathway Enrolled: 75 Alternate Pathway Graduates: 45 2021-2022 Local Data	Grade 12 SWD: 342 Alternate Pathway Enrolled: 86 Alternate Pathway Graduates: 49 2022-2023 Local Data	75% Completion Rate for those enrolled in the Alternative Pathways Program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students with disabilities graduating with alternative pathways.					

Goal Analysis

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.

Many of the actions were not fully implemented due to the short timeframe. The actions within the plan were approved in June 2023, presenting a challenge when hiring staff members and supporting students during summer school.

Below is a description of actual implementation of these actions.
4.1 (Supplemental Staff for Designated Student Groups) Fully Implemented
4.2 (Foster Youth CLA) Fully implemented
4.3 (Tiered Interventions for Designated Student Groups) Fully implemented
4.4 (Supplemental Resources for HL) Fully Implemented
4.5 (Diploma Pathways) Partially implemented due to summer school timing and plan creation.
4.6 (Behavior Supports) Fully implemented

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.

Material differences is defined by a difference of 20% or greater between planned and estimate actual expenditures. Below is a list of actions with material differences.
Below is a description of actual implementation of these actions.
100% of LCFF funds for action 4.1 (Supplemental Staff for Designated Student Groups) were not spent within this action because the services were provided through CCEI grant funding sources.
100% of LCFF funds for action 4.2 (Foster Youth CLA) were not spent within this action because the services were provided through ESSER funding and through action 3.2 (Attendance and Behavior Supports).

99% of LCFF funds for action 4.3 (Tiered Interventions for Designated Student Groups) were not spent because services were provided through other resources.
100% of LCFF funds for action 4.4 (Supplemental Resources for HL) were not spent because ESSER funding was used to provide supports for student experiencing homelessness.
97% of LCFF funds for action 4.5 (Diploma Pathways) were not spent due to summer school timing (other sources used) and staffing challenges.
35% of LCFF funds for action 4.6 (Behavior Supports) were not spent because ESSER funds were used to carry out this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Foster Youth and African American students showed growth according to the Dashboard. Both student groups were not identified as eligible for differentiated assistance for the 2024 year. This was a result of additional actions through the use of community liaisons and tutoring supports. The actions within goal four were not implemented for a full three-year cycle. There has not been new data since interventions and actions have been put in place. Additional time is needed to analyze the effectiveness of the data.

Below is a description of effectiveness of these actions.
Action 4.1 was not fully implemented, and more time would be needed to determine effectiveness.
Action 4.2 was effective based on metric data in 4A, 5B and 5E. Foster youth scores went up in every area.
Action 4.3 was mostly effective based on improvements in distance from standard in ELA and math (metric 4A)
Data surrounding action 4.4 is inconclusive and more time would be needed to determine effectiveness of homeless supports.
Graduation rates increased (metric 5E) and alternate pathway enrollment and completion increased. However, it is difficult to determine effectiveness as many supports have yet to be put in place due to issues noted above.
Action 4.6 was effective based on data within metric 6A. Suspension rates improved for all student groups other than HL.

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 will not be part of the 2024 LCAP. Instead, the actions and metrics within goal 4 will be imbedded within the actions and metrics in goals 2 and 3. Subgroup data will be cited individually when reporting on attendance, suspension, graduation rate, academic achievement, and college and career readiness. This adjustment will allow LUSD to analyze the effectiveness of actions on all students as well as subgroups identified as eligible for differentiated assistance.
For the next three-year cycle, the actions in goal 4 will be imbedded within the appropriate actions in goals 2 and 3.

All metrics within goal 4 were adjusted and moved to corresponding metrics within goals 1-3.
Unless otherwise noted, the action numbers referenced are the action numbers in the 2024 LCAP. Below are the changes to metrics.

* 4A - DFS data for DA identified student groups (EL, HL, SWD) will be added to the metric to assess the effectiveness of actions 2.2 (Supplemental Intervention) and 2.11 (Supplemental Staffing and Support).
* 5B - Chronic Absenteeism rates will include data DA identified student groups (HL) determine effectiveness of actions 3.2 (Attendance and Behavior Supports) and 3.4.
* 5E - Graduation rate data for FY and SWD will no longer be included because LUSD did not have any student groups qualify for DA in this area.
* 6A - Pupil suspension rate data will include contributing student groups to determine effectiveness of actions 3.1, 3.3 and 3.5.
* HL referral data will no longer be included as it does not measure student outcomes.
* 7B - Alternate pathway completion metric was moved from goal 4 and will assess the effectiveness of action 2.6

All actions within goal 4 were moved to goal 2 or 3 to support student achievement. Below are the changes to actions and rationale behind those adjustments. Unless otherwise noted, the action number in parenthesis is the action number in the 2024 LCAP.

2023 action 4.1 was moved to action 2.11 (Supplemental Staffing and Support) with adjustments to the description and action title to better represent how the action is being implemented.
2023 action 4.2 was adjusted to meet the needs of all students without identifying FY because that student group no longer qualified for DA. the services will be imbedded within action 3.2 (Attendance and Behavior Supports).
2023 action 4.3 was adjusted and imbedded within action 3.3 (Tiered Behavior Supports).
2023 action 4.4 was adjusted. The services will be adjusted and imbedded within actions 2.2 (Supplemental Intervention) and 2.11 (Supplemental Staffing and Support). HL will receive academic support and intervention within those actions.
2023 action 4.5 was adjusted as it is no longer required. The services will be imbedded within action 2.7 (Special Education).
2023 action 4.6 was adjusted and imbedded within actions 2.11 (Supplemental Staffing and Support) and 3.3 (Tiered Behavior Supports). Adjustments to the language were made due to changes in qualifying student groups.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
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