LODI UNIFIED SCHOOL DISTRICT

FIVE YEAR STRATEGIC PLAN

OUR NEXT CHAPTER

LODI USD









OUR NEXT CHAPTER

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OUR NEXT CHAPTER: PROLOGUE

LETTER FROM THE SUPERINTENDENT

On behalf of the Lodi Unified School District Board of Education, it is my pleasure to share Our Next Chapter, the 2026-2031 Strategic Plan. Our Next Chapter embodies the collective input from our entire district - from students, to families, to staff and community members - defining the focuses and initiatives that we will work towards together over the next five years.

In the fall of 2025, our Board prioritized the development of a district strategic plan. Beginning in 2026, we began to gather input and feedback from our communities through digital surveys and in-person discussions. These forums ultimately led to defining our five focus areas.

In March 2026, Lodi Unified held a two-day strategic planning workshop led by Education Leadership Associates facilitator Doug Domene. More than 200 educational partners, including students, staff, families, and local community leaders, gathered for two days of discussion, critical thinking, and collaboration based on the five focus areas pre-determined through the earlier forums. Participants reviewed the current state of the district and began to identify strength and growth areas.

District leaders then reviewed the collective input and recommendations from the workshop to create one comprehensive document. This strategic plan, Our Next Chapter, is the product of this work, and is the collective output from all Lodi Unified voices.

I am incredibly proud of our district for this work. I am proud to be a part of a community that comes together to have constructive discussions, taking into consideration all perspectives and backgrounds, in order to determine the best way forward for our students.

Now that this is created, the real work begins. District leadership will be coming together to map out the next five years, establishing metrics to measure success as we work towards each of the initiatives laid out in this plan. We will focus on moving forward while keeping our core values at the center of all that we do. We will partner together as a community for the success of our students.

It is my pleasure to introduce to you
Our Next Chapter: Lodi USD's Strategic Plan.

In partnership,

Neil Young
Superintendent



OUR NEXT CHAPTER: CHAPTER 1
OUR PURPOSE AND CORE VALUES

Lodi Unified School District | Our Purpose Statement:
Partnering together to build strong foundations, cultivate intentional learning, and create successful futures.

CORE VALUES

Belonging: Every student, family, and staff member deserves to feel welcomed, respected safe, and valued. We cultivate inclusive environments where diversity is celebrated and every voice matters. A strong sense of belonging is essential for learning and well-being.

Collaboration: We commit to collaboration across students, staff, families, and the community. Every member of our school community deserves clear, open, and ongoing communication to understand goals, roles, and contributions. Strong connections and collective effort foster trust, shared responsibility, and a sense of belonging. Together, through purposeful partnerships and teamwork, we create learning environments where all students can thrive and succeed.

Perseverance: We embrace persistence and steady effort in the face of challenges. As learners and communities grow, our determination must remain unwavering. We support individuals in developing resilience and focus through strategies and resources that reflect current knowledge, practical tools, and the demands of today's world.

Innovation: We embrace growth and continuous improvement. As students and society evolve, our teaching practices must also evolve. We support educators with professional learning and resources that reflect current research, technology, and the needs of today's generation.

Commitment: We commit to unwavering dedication across students, staff, families, and the community. Every member of our school community takes ownership of their role in learning and growth, embracing accountability and responsibility for actions and outcomes. By honoring our commitments, we build trust, model integrity, and ensure that every student has the support and opportunities needed to achieve lasting success.



OUR NEXT CHAPTER: CHAPTER 2

FOCUS AREA OVERVIEW

The following focus areas were decided upon after gathering input and feedback from students, staff, and families throughout Lodi Unified School District. Input was gathered through digital surveys and in-person discussions held on each school campus and within each department. Each focus area was then assigned priority initiatives that will drive the district for the next five years. These initiatives were derived from collaboration between students, staff, families, and community members during a two-day strategic workshop.

FOCUS 1: ACADEMIC EXCELLENCE

By focusing on academic excellence, Lodi USD is committed to providing equitable access to the highest quality of instruction and learning opportunities for all students. We will provide consistent opportunities that build our students' academic skills, promoting student success and future readiness.

FOCUS 2: STUDENT SAFETY AND WELL-BEING

An environment where students feel a sense of safety and belonging is essential for student success. Lodi USD is committed to providing learning environments that are up-to-date, safe, and well-maintained while also fostering a culture that promotes social-emotional health, connectivity, and support.

FOCUS 3: FUTURE READINESS AND SUCCESS

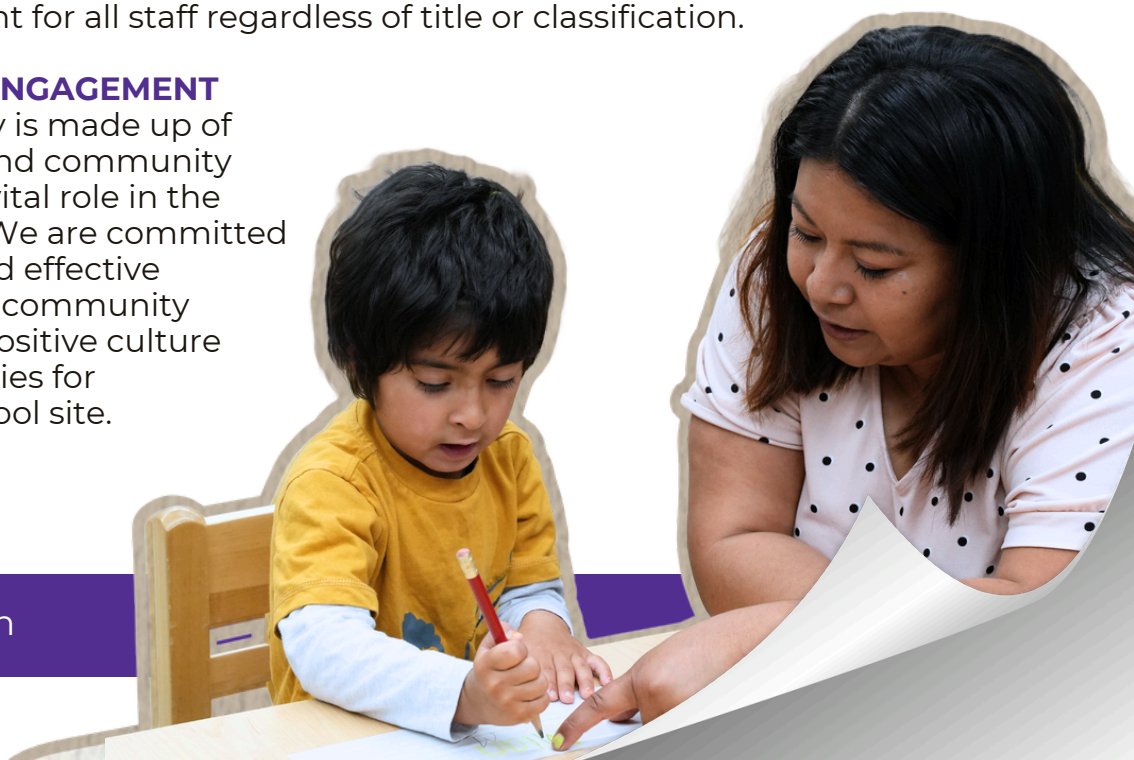
Lodi USD recognizes that it is imperative for students to be equipped with the knowledge and skillsets that will be applicable to their lives no matter their post-secondary path. With this in mind, we are committed to providing College and Career Readiness resources to all students, with a focus on hands-on, real-world application in and out of the classroom.

FOCUS 4: EMPLOYEE SUCCESS

Student success starts with our employees. Lodi USD is committed to recruiting and retaining highly qualified staff members, while ensuring staff well-being, collaboration, and ongoing development for all staff regardless of title or classification.

FOCUS 5: COMMUNITY ENGAGEMENT

The Lodi USD community is made up of students, staff, families, and community partners, each playing a vital role in the success of our students. We are committed to maintaining strong and effective communication with our community members, promoting a positive culture and providing opportunities for involvement at every school site.



OUR NEXT CHAPTER: CHAPTER 3

FOCUS 1 - ACADEMIC EXCELLENCE

By focusing on academic excellence, Lodi USD is committed to providing equitable access to the highest quality of instruction and learning opportunities for all students. We will provide consistent opportunities that build our students' academic skills, promoting student success and future readiness.

Strengthen High Quality Instruction and Academic Integrity

- 1.1 Implement consistent, high-quality instructional practices districtwide to strengthen teaching and learning.
- 1.2 Strengthen lesson design to incorporate clear learning goals and success criteria, enabling students to understand what successful learning looks like.
- 1.3 Expand engaging, hands-on learning experiences that promote deeper thinking, academic discourse, and student participation.
- 1.4 Increase consistent use of formative checks* for student understanding to guide instruction in real time.
- 1.5 Build cross curricular literacy practices so reading, writing, and language development are strengthened in every content area.
- 1.6 Establish clear expectations and standardize policies across the district for responsible technology, AI use, and digital citizenship.
- 1.7 Maintain equitable staffing, class sizes, and consistent access to high quality materials and intervention resources.
- 1.8 Strengthen targeted support for English Learners*, students receiving specialized services, and students needing additional support.

Provide Timely Intervention and Acceleration

- 1.9 Develop and maintain districtwide Muti-Tiered Systems of Support (MTSS)* systems and progress monitoring routines to respond early to student needs during daily instruction.



View detailed definition of this term in our glossary

OUR NEXT CHAPTER: CHAPTER 3
FOCUS 1 - ACADEMIC EXCELLENCE

Provide Timely Intervention and Acceleration, continued

- 1.10 Establish routines for targeted Tier 2 support during instructional blocks, allowing students to receive support without missing grade-level learning.
- 1.11 Align intervention and acceleration to core instruction, ensuring students receive support for foundational skills, grade level learning, secondary course readiness, and acceleration across K–12.

Develop Student Ownership of Learning

- 1.12 Implement student goal setting, progress monitoring, reflection, and peer feedback routines.
- 1.13 Establish clear and consistent grading and feedback practices throughout every grade level, increasing student and family comprehension of progress and next steps.

Cultivate Positive School Partnerships and Systems

- 1.14 Build collaborative teacher teams that plan together, analyze evidence of learning, and adjust instruction through shared responsibility.
- 1.15 Align schedules, behavior supports, and resources to protect instruction, collaboration, and targeted student support time.
- 1.16 Provide districtwide resources and guidance for families to support student learning at home to maximize student success.



FOCUS 2 - STUDENT SAFETY AND WELL-BEING

An environment where students feel a sense of safety and belonging is essential for student success. Lodi USD is committed to providing learning environments that are up-to-date, safe, and well-maintained while also fostering a culture that promotes social-emotional health, connectivity, and support.

Maintain Safe, Functional and Supervised Campuses

- 2.1 Implement structured monitoring and supervision in high-traffic common areas on campuses, increasing visibility of administrative and security staff to promote safety and prevent incidents.
- 2.2 Establish consistent districtwide standards for cleanliness, safety, and maintenance across all school sites.
- 2.3 Ensure classrooms and facilities are functional, well-maintained, stocked with appropriate resources, and provide welcoming learning environments.
- 2.4 Standardize and communicate school site protocols that maintain proactive, reliable safety systems that protect students and staff while on campus.
- 2.5 Maintain a clear schedule for building renovations, focusing on addressing outdated buildings, accessibility, and potential safety and environmental hazards districtwide.

Promote Positive Campus Atmospheres

- 2.6 Develop and maintain clear, consistent, and age-appropriate procedures, expectations, and accountability for student behavior at all school sites.
- 2.7 Establish districtwide support systems that address students' social, emotional, behavioral, and mental health needs while partnering with families and community agencies.
- 2.8 Develop and communicate appropriate social and emotional support systems that are consistent and equitable for students on every campus.
- 2.9 Provide ongoing staff training so that all staff are equipped with resources and tools to support student mental health and well-being.



FOCUS 3 - FUTURE READINESS AND SUCCESS

Lodi USD recognizes that it is imperative for students to be equipped with the knowledge and skillsets that will be applicable to their lives no matter their post-secondary path. With this in mind, we are committed to providing College and Career Readiness resources to all students, with a focus on hands-on, real-world application in and out of the classroom.

Expand TK-12 College and Career Alignment, Awareness and Accessibility

- 3.1 Develop early exposure opportunities beginning in elementary school to build an early awareness of future pathways and college and career opportunities.
- 3.2 Expand and align college and career readiness experiences across all school sites TK–12 to increase student interest in available pathways and postsecondary opportunities.
- 3.3 Standardize districtwide access to all College and Career Readiness initiatives, including but not limited to, AP*, Dual Enrollment*, AVID*, CTE*, electives, and enrichment, ensuring that all students—regardless of school site or neighborhood—can participate in rigorous academic and enrichment offerings that support postsecondary readiness.
- 3.4 Implement consistent TK–12 guidance to strengthen counseling systems and ensure equitable access to academic planning, A–G* monitoring, pathway selection, and college/career guidance.

Enhance Family and Community Engagement

- 3.5 Strengthen partnerships with local businesses, higher education, and community organizations to offer real-world learning aligned to evolving workforce needs.
- 3.6 Provide centralized, timely, and multilingual communication to equip families and students with appropriate knowledge on pathways, scholarships, financial aid, eligibility and key deadlines.

**View detailed definition of this term in our glossary*



FOCUS 3 - FUTURE READINESS AND SUCCESS

Enhance Family and Community Engagement, continued

- 3.7 Standardize routine check-ins and clear resources to assist high school families in navigating post-secondary options and planning.
- 3.8 Establish clear expectations, tools, and training for counselors and site staff to deliver proactive, standardized support to students and families.

Expand Course Offerings, Pathways and Certifications

- 3.9 Embed life skills and real-world application into TK-12 instruction to prepare all students with essential skills for independent living, responsible citizenship, and workplace success.
- 3.10 Expand CTE programs across all schools with pathways that culminate in industry-recognized certifications and mastery of essential workforce skills.
- 3.11 Align CTE pathways with local job market demands to improve post-secondary and employment outcomes for graduates.

Streamline Graduation and Course Completion Expectations

- 3.12 Standardize district systems, policies, and programs to ensure students meet graduation requirements, maximize AP* pass rates, and more closely align with A-G* expectations.
- 3.13 Develop streamlined intervention and credit recovery options for all students grades 7-12.

**View detailed definition of this term in our glossary*



OUR NEXT CHAPTER: CHAPTER 6

FOCUS 4 - EMPLOYEE SUCCESS

Student success starts with our employees. Lodi USD is committed to recruiting and retaining highly qualified staff members, while ensuring staff well-being, collaboration, and ongoing development for all staff regardless of title or classification.

Ensure Competitive Compensation and Benefits

- 4.1 Work with employee groups to provide competitive, sustainable, equitable salaries and employee-centered benefits to attract and retain high-quality staff.
- 4.2 Ensure effective communication and regular updates to employees regarding compensation, benefit options, and advancement pathways.

Strengthen Employment Systems and Employee Experience

- 4.3 Modernize recruitment, hiring and on-boarding processes to efficiently fill vacancies with qualified candidates.
- 4.4 Develop and expand diverse recruitment pipelines through partnerships with colleges, community groups, and international programs.
- 4.5 Standardize comprehensive, districtwide onboarding with clear expectations and essential training for all positions.
- 4.6 Increase employee retention through strengthened site and department level support and clear job expectations.



OUR NEXT CHAPTER: CHAPTER 6

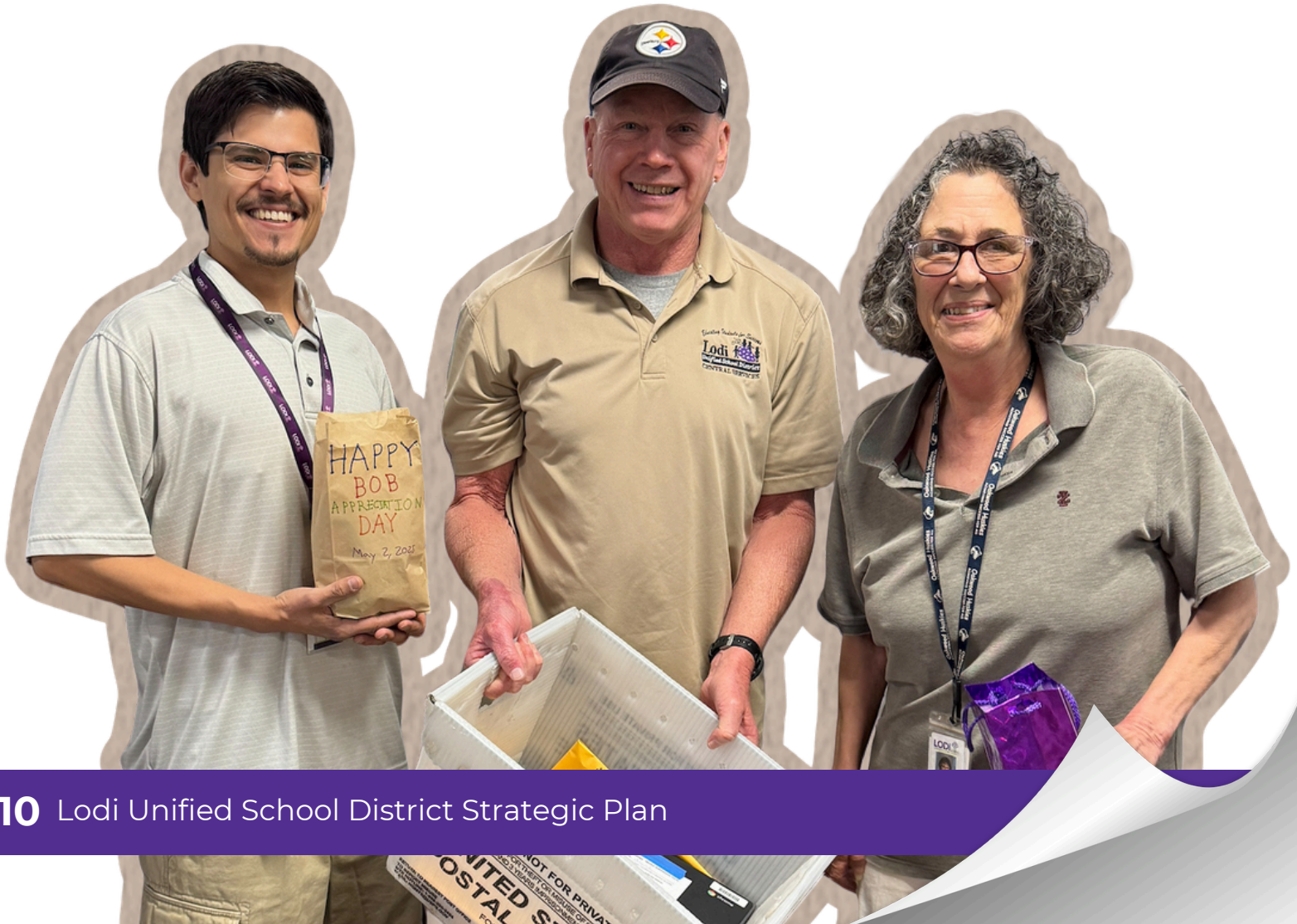
FOCUS 4 - EMPLOYEE SUCCESS

Expand Professional Learning, Growth and Advancement

- 4.7 Develop and provide job-embedded professional growth opportunities aligned to staff needs and district priorities.
- 4.8 Work with employee groups to simplify access to units and salary advancement through consistent processes.

Cultivate a Positive Culture Districtwide

- 4.9 Create opportunities for collaboration and community building in order to develop a culture that prioritizes staff well-being at school sites and within district departments.
- 4.10 Develop and maintain routine opportunities for districtwide and site based employee recognition for all levels and roles.



OUR NEXT CHAPTER: CHAPTER 7

FOCUS 5 - COMMUNITY ENGAGEMENT

The Lodi USD community is made up of students, staff, families, and community partners, each playing a vital role in the success of our students. We are committed to maintaining strong and effective communication with our community members, promoting a positive culture and providing opportunities for involvement at every school site.

Establish Engagement Expectations

- 5.1 Establish and maintain consistent, site-based, culturally connected family engagement structures such as parent organizations, leadership councils and advisory groups.
- 5.2 Create routine touchpoints for family engagement opportunities such as family nights, academic engagement activities, and social gatherings.
- 5.3 Increase Board Member, administrator and staff presence at community and school events to build trust, understanding and visibility.

Streamline and Enhance Accessible Communication

- 5.4 Standardize district, school, and classroom communication systems to ensure consistent, accessible, and multilingual messaging.
- 5.5 Develop an expectation of timeliness, transparency, and consistency in all district communication, keeping messages clear and community based across all platforms.
- 5.6 Enhance two-way communication efforts by training staff and families on district platforms, digital tools, and applications.



OUR NEXT CHAPTER: CHAPTER 7

FOCUS 5 - COMMUNITY ENGAGEMENT

Expand Volunteerism & Community Partnerships

- 5.7 Strengthen volunteer recruitment and participation with streamlined districtwide systems for onboarding, screening, and management.
- 5.8 Remove barriers to volunteering through incentives, flexible opportunities, training, and free fingerprinting.
- 5.9 Develop and maintain partnerships with local businesses, nonprofits, and community agencies to expand partnership-supported programs, resources, and services across all school sites.

Promote Positive School and District Culture

- 5.10 Strengthen student, staff, and community recognition systems to honor contributions and achievements throughout the school year.
- 5.11 Create opportunities to highlight achievements and share student, staff, and family stories across communication platforms.
- 5.12 Cultivate intentional engagement opportunities and resources to foster more meaningful relationships with our diverse families.



GLOSSARY OF TERMS

A-G - This term refers to the 15 college preparatory courses that high school students must complete to be eligible for admission to the University of California (UC) and California State University (CSU) systems.

AP (Advanced Placement) - AP classes are programs that offer college level courses to high school students. Students enrolled in AP classes are encouraged to take a culminating AP exam for potential college credit.

AVID (Advancement Via Individual Determination) - This term refers to a College and Career Readiness program designed for traditionally underrepresented students in higher education.

CTE (Career Technical Education) - CTE programs are meant to help students develop real-world job skills while in high school. Through CTE pathways students gain industry experience and certifications while experiencing hands-on, engaging classes.

Dual Enrollment - A program that allows high school students to take college courses, earning both high school and college credits at the same time. This is most often in partnership with a local community college.

English Learner - A student whose primary language is a language other than English, needing additional support to be proficient in the English language.

Formative Checks - The process by which staff at school sites review, analyze, and reflect on student assessments for effective instruction and learning.

MTSS (Multi-Tiered Systems of Support) - This refers to a way of distinguishing between academic, behavioral, and social-emotional supports provided to all students (Tier 1), a smaller percentage of students in need of greater support (Tier 2), and the smallest number of students needing the greatest targeted support (Tier 3).



WHAT'S NEXT

Over the summer of 2026, district leaders are coming together to map out the next five years. This will establish metrics to measure success as we work towards each of the initiatives laid out in Our Next Chapter. The focus will be on moving forward while keeping our core values at the center of all that we do.

As this plan and the metrics are established, a year-by-year plan will be post updates to the Lodi USD website.

For strategic plan updates and timelines, scan the QR code below or visit **www.lodiusd.net/OurNextChapter**.

For specific questions, please reach out to communications@lodiusd.net.

LODI UNIFIED SCHOOL DISTRICT



LODI USD

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FIVE YEAR STRATEGIC PLAN