

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lodi Middle School	39685856042220	May 14, 2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lodi Middle School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Lodi Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) included:

Parents/guardians

School faculty and staff

Community members

Advisory committees (e.g., English Learner Advisory committee)

The parents/guardians, school faculty and staff, and ELAC members were involved in the development and review of the SPSA.

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process included:

Communication channels (e.g., newsletters, emails, school website)

Meeting schedules and agendas

Opportunities for feedback and input

Opportunities to communicate feedback and input were available through weekly newsletters, emails, posted schedules, and agendas.

Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups included:

Parent and community forums
Faculty and staff meetings
Advisory committee meetings

School faculty and leadership meetings, School Site Council Meetings, and an ELAC meeting were held to gather input from all stakeholders.

Dates of the above meetings and communication are:

Faculty Meetings - March 6, 2024; April 3, 2024
School Site Council Meetings - February 13, 2024; April 9, 2024
ELAC meeting - May 14, 2024

Future Review/Analysis/Revisions of the SPSA will entail:

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.
Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:
Brainstorming and idea generation
Goal setting and action planning
Reviewing progress towards goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

School site council
District administration
Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

Data analysis
Stakeholder consultation
Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the needs assessment, we have identified the areas of Mathematics and Suspension Rate that need significant improvement based on a review of the California School Dashboard and local data. Chronic Absenteeism and English Language Arts significantly improved. Referring to the Dashboard we have identified the overall performance of the following categories to be performing in the Red or Orange performance category: Suspension Rate (Red) and Mathematics (Orange).

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following student groups performed in the Red or two or more performance levels below the “all student” performance:

Mathematics - English Learners, Hispanic, Socioeconomically Disadvantaged (Red);
Suspension Rate - Asian (Red)
Chronic Absenteeism - Asian (Red)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Lodi Middle School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

7th-8th Grade ELA i-Ready Universal Screener

7th-8th Grade CAASPP English Language Arts

In addition, a decrease in points below standard to move the identified targeted subgroups from yellow to green on the California Dashboard in ELA. This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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.

Based on a comprehensive review of the ELA needs assessment and disaggregated data from the below listed assessments, there are two areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among student groups on the Dashboard as English Learners and Students with Disabilities. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

This goal is based on disaggregated data from the following sources:

The 2022-2023 7th-8th Grade CAASPP ELA Assessment

The 2023 California Dashboard: ELA (Identified Subgroups)

The 2023-2024 7th-8th Grade i-Ready MOY ELA Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
7th-8th Grade CAASPP ELA Assessment	During the 2022-2023 school year, 37% of 7th-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 7- 41% Grade 8- 33%	During the 2023-2024 school year, 42% of 7th-8th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 7- 46% Grade 8- 38%
California Dashboard: ELA Identified Targeted Subgroups:	English Learners - 129 points below standard	English Learners - 109.3+ points below standard

English Learners Students with Disabilities	Students with Disabilities - 89.8 points below standard	Students with Disabilities - 83.2+ points below standard
7th-8th iReady MOY ELA Assessment	During the 2023-24 school year, 29% of 7th-8th grade students performed at or above on the Middle of the Year (MOY) i-Ready Universal Screener in ELA. Grade 7- 26% Grade 8- 31%	During the 2024-2025 school year, 34% of 7th-8th grade students performed at or above on the Middle of the Year (MOY) i-Ready Universal Screener in ELA. Grade 7- 33% Grade 8- 36%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	ALL	<p>42,000.00 Title I 4300 Materials AVID Supply List Includes: Binders, Pencil Pouches, Tab Dividers, Pens, Pencils, Highlighters, Notebooks, Binder Paper, Agenda Planners, Folders 19,589.00 Title I 4200 Books Build diverse and engaging classroom libraries 750.00 Title I 4328 Warehouse Supplies Supplemental Copy Paper 23,771.00 Title I 5875 Technology Licenses iReady ELA - Supplemental Personalized Online Instruction</p>
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time (subs) for teachers to:</p> <ul style="list-style-type: none"> * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Evaluate intervention effectiveness and instructional strategies for continuous improvement. 	ALL	<p>9,726.00 Title I 1150 Teacher Sub Certificated Subs for MTSS Data Conferences 2,430.00 Title I 3000 Benefits Sub Benefits</p>
1.3	<p>MTSS (Multi-Tiered System of Supports) ELA Department Collaboration (Timecards outside of contracted time)</p>	ALL	<p>0 Title I 1120 Teacher Temp</p>

	<p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <p>Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p>Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p>Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p>		<p>See PD 5.2 for Funding Allocation Amount 0 Title I 3000 Benefits See PD 5.2 for Funding Allocation Amount</p>
<p>1.4</p>	<p>Technology Supporting Core Instruction</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p>	<p>ALL</p>	<p>5000.00 Title I 4375 Technology (under \$500) Headphones for ELA instruction and ELD support classes</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP test scores in ELA	40% of the students will Meet or Exceed the standards on the ELA CAASPP assessment.	In 2022-23, 37% of the student Met or Exceeded the standards on the ELA CAASPP assessment.
i-Ready Diagnostic Test Scores	37% of the students will Meet or Exceed the standards on the i-Ready assessment.	For the Middle of the Year i-Ready Diagnostic Test in 2023-24, 29% of the students Met or Exceeded the standards.
Reading Inventory	70% of the students enrolled in READ 180 will increase their Lexile score by 100 points by the end of the year.	44% of all the students scored Proficient or Advanced on the MOY Reading Inventory test in 2023-24.
AVID Certification	AVID Certification in 2023-24.	AVID certification was not met in 2022-23.
Grade Data	85% of the students enrolled in English Language Arts will have a passing grade of a D or better.	After the second quarter in 2023-24, 86% of the students enrolled in ELA had a passing grade of a D or better.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented for Goal 1. District coaches met with ELA teachers, and teachers met for collaboration sessions after school and were given release time to collaborate during school days. Technology site licenses, library books, classroom and student materials and supplies were purchased.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Lodi Middle School did not meet or exceed the articulated goal of growth for the stated universal measures in English Language Arts by the middle of the year. During the 2023-2024 school year, the following universal measures decreased in the number of students at or above grade level proficiency from the Middle of the Year (MOY) 2022 test to the Middle of the Year (MOY) 2023 test.

7th-8th Grade Reading Inventory (RI) - 44% (2023 MOY) of students proficient.
 7th-8th Grade ELA i-Ready Universal Screener - 34% (2022-23 MOY) to 27% (2023-24 MOY) of students at or above grade level. This is a decrease of 7%.

7th-8th Grade CAASPP English Language Arts - 34% in 2021-2022 to 37% in 2022-2023. This is an increase of 3%.

Overall, the data does not show growth in the MOY District assessments, but an increase in the statewide assessment. The District assessment is a diagnostic test taken from a curriculum that is not the District adopted curriculum which could explain the lower results.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At Lodi Middle School we have established a material threshold of \$10,000. There are minimal material differences between the Proposed Expenditures and Estimated Actual Expenditures for Goal 1: English Language Arts.

Interventions and student achievement will continue to be aligned in the ongoing implementation of the Multi-Tier Systems and Supports Model in the area of English Language Arts. Administration, teachers, and staff, will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices and needs of students to support in achieving goals for ELA. The ongoing support and needed changes will be reflected in the 2023-2024 SPSA under Goal 1: English Language Arts Goals and Strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math & Science

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Lodi Middle School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

7th-8th Grade Math i-Ready Universal Screener

7th-8th Grade CAASPP Mathematics

8th Grade CAST Science Assessment

In addition, a goal is in place to decrease in points below standard and move the identified targeted subgroups from Red to Orange on the California Dashboard in Mathematics. This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal to which this School Goal is Aligned: LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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.

Based on a comprehensive review of the Math needs assessment and disaggregated data from the below listed assessments, there are several areas that emerged that require significant improvement. Specifically there were performance gaps among student groups on Dashboard indicators such as English Learners, Hispanic, and Socioeconomically Disadvantaged Subgroups.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

The 2022-2023 7th-8th Grade CAASPP Math Assessment

The 2023 California Dashboard: Mathematics

Identified Targeted Subgroups:

English Learners

Hispanic

Socioeconomically Disadvantaged

7th-8th i-Ready MOY Math Assessment

8th Grade CAST Science Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
7th-8th Grade CAASPP Math Assessment	During the 2022-23 school year, 23% of 7th-8th grade students met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 7- 27% Grade 8- 18%	During the 2023-24 school year, 28% of 7th-8th grade students will meet or exceed the standards on CAASPP Assessments in Math. Grade 7- 32% Grade 8- 23%
California Dashboard: Math Identified Targeted Subgroups: English Learners Hispanic Socioeconomically Disadvantaged	During the 2023-24 school year, 29% of 7th-8th grade students performed at or above on the Middle of the Year (MOY) i-Ready Universal Screener in Math. Grade 7- 28% Grade 8- 31%	During the 2024-25 school year, % of 7th-8th grade students will perform at or above on the Middle of the Year (MOY) i-Ready Universal Screener in Math. Grade 7- 33% Grade 8- 36%
7th-8th Grade i-Ready MOY Math Assessment	English Learners - 140.5 points below standard Hispanic-100.4 points below standard Socioeconomically Disadvantaged - 99 points below standard	English Learners - 137.5 points below standard Hispanic- points below standard Socioeconomically Disadvantaged - 96 points below standard
8th Grade CAST Science Assessment	During the 2022-23 school year, 20% of 8th grade students met or exceeded the standards on CAST Science Assessment.	During the 2023-24 school year, 25% of 8th grade students will meet or exceed the standards on CAST Science Assessment.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	ALL	0 Title I 4300 Materials See ELA 1.1 for Funding Allocation Amount
1.2	MTSS Data Conferences and Analysis Provide release time (subs) for teachers to: * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs.	ALL	0 Title I 1150 Teacher Sub See ELA 1.1 for Funding Allocation Amount 0 Title I 3000 Benefits See ELA 1.1 for Funding Allocation Amount

	* Evaluate intervention effectiveness and instructional strategies for continuous improvement.		
1.3	<p>MTSS (Multi-Tiered System of Supports) Mathematics & Science Department Collaboration (Timecards outside of contracted time)</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <p>Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p>Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p>Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p>	ALL	<p>0 Title I 1120 Teacher Temp See PD 5.2 for Funding Allocation Amount</p> <p>0 Title I 3000 Benefits See PD 5.2 for Funding Allocation Amount</p>

1.4	STEM Technology Supporting Core Instruction Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.	ALL	23,000 Title I 4475 Technology (\$500-\$9,999) 6 PocketLab Bundles
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP test scores in Mathematics	25% of the students will have Met or Exceeded standards on the CAASPP math test.	23% of the students Met or Exceeded standards on the 2022-23 CAASPP math test.
i-Ready Diagnostic Test	25% of the students will have Met or Exceeded the standard on the i-Ready test.	20% of the students Met or Exceeded the standard on the MOY i-Ready test.
Math Grade Data	90% passing rate of a D or better in Mathematics classes.	87% of the students passed with a D or better in the Mathematics class.
CAST Test Scores	22% of the students will Meet or Exceed the standard on the CAST	20% of the students Met or Exceeded the standards on the 2022-23 CAST
Science Grade Data	85% passing rate of a D or better in science classes	81% passing rate of a D or better in science classes after the 2nd quarter in the 2023-2024 school year

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented to achieve Goal 2. Professional development was provided by District coaches to support math teachers learning the new i-Ready curriculum. Materials and supplies were purchased for all students. Technology licenses were purchased to supplement curriculum and math tutorial sessions were held to prepare for the CAASPP test.
All strategies were implemented to achieve Goal 6. Technology site licenses, school supplies, and classroom materials were purchased to supplement the science curriculum.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Lodi Middle School did not meet the articulated goal of growth on the stated universal measures in Math by the middle of the year. During the 2022-2023 school year, the following universal measures increased or decreased the number of students at or above grade level/students proficient from the Middle of the Year (MOY) 2022 to the Middle of the Year (MOY) 2023.

7th-8th Grade Math i-Ready Universal Screener - 21% (2022-23 MOY) to 20% (2023-24 MOY) of students at or above grade level. This is a decrease of 1%.

7th-8th Grade CAASPP Math - 20% in 2021-2022 to 23% in 2022-2023. This is an increase of 3%.

7th-8th Grade Math Grade Data 87% (2023 MOY) This is an increase from 2022, but it does not meet the 90% goal.

Overall, the data shows we have grown. The following articulates and accounts for some of the data from the MOY 2022 to the MOY 2023.

We had growth on the CAASPP Math Test from 2021-22 to 2022-23 (20% to 23%). The i-Ready Universal Screener is a new test and i-Ready is also a new curriculum which could account for the lower score on the 2023-24 MOY test (20%).

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At Lodi Middle School, we have established a material threshold of \$10,000. There are minimal material differences between the Proposed Expenditures and Estimated Actual Expenditures for Goal 2: Math and Goal 6: Science. School Plan for Student Achievement (SPSA) Page 22 of 38 Lodi Middle School.

Adjustments will be made in the following areas within the SPSA:

Goal Revision: The 2023-24's Goal 2 and Goal 6 have been combined into one as Goal 2: Math & Science for the 2024-25 SPSA.

Annual Outcomes: We will modify the annual outcome targets to be measured by the 2024 CA Dashboard.

Strategies and Activities: A new strategy will be added within the SPSA to ensure students have access to supplemental materials and resources.

Interventions and student achievement will continue to be more aligned in the ongoing implementation of the Multi-Tier Systems and Supports Model in the areas of Math and Science. Administration, teachers, and staff, will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices and needs of students to support in achieving goals for Math and Science. The ongoing support and needed changes will be reflected in the 2023-2024 SPSA under Goal 2: Math Goals and Strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Lodi Middle School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, in the areas of ELA and Math. To address these concerns, we have implemented several strategic steps and addressed English Learners in Goals 1 and 2. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	61.9% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	66.9% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.
Reclassification	41 students were reclassified during the 2022-2023 school year.	45 students will be reclassified during the 2023-2024 school year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.	English Learners	0 Title I 4300 Materials See ELA Goal 1.2

	AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.		
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	English Learners	0 Title I 1120 Teacher Temp Subs for MTSS Data Conferences - See ELA Goal 1.1
1.3	<p>District ELD Coach Support</p> <p>Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>	English Learners	0 Title III 1900 Other Cert Salaries District ELD Coach
1.4	<p>EL Instruction</p> <p>Tier 1: All English Learner (EL) students will receive integrated and designated ELD (English Language Development) instruction within their core and elective classes. Tier 2: EL students in need of support beyond that offered in a strategic core placement class will be provided that assistance through metered placement into the district's ELA/ELD intensive intervention program. The ELA Support classes will implement the Language Power Program to help address the reading gaps that exist with our English Learners. Tier 3: EL students who are newcomers to the United States (two years or less) will be provided that assistance through metered placement into the district's ELA/ELD intensive intervention program. will use Language Power to help address the reading gaps that exist with our English Learners.</p>	English Learners	0 LCFF 1100 Teacher Certificated ELD Classroom Teacher
1.5	ELD Paraeducator Support	English Learners	1,835.00

	Bilingual paraeducators will support students with after school tutoring and translation support.		Title I 2120 Para Temp Bilingual paraeducator support for English Learner students 732.00 Title I 3000 Benefits Benefits for Bilingual paraeducator
1.6	Provide Rosetta Stone for students who score level 1 on the ELPAC.	English Learners	0 Title III 5800 Prof and Operating/Consultants Rosetta Stone technology licenses
1.7	<p>MTSS (Multi-Tiered System of Supports) ELD Department Collaboration (Timecards outside of contracted time)</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <p>Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p>Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p>Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p>	English Learners	0 Title I 1120 Teacher Temp See PD 5.2 for funding allocation

	<p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of English Learners who meet or exceed standards on the CAASPP tests in ELA and Math.	Increase the percentage of English Learner students who Meet or Exceed standards on the English Language Arts and Mathematics CAASPP tests to 4%% and 2%.	This standard was not met as English Learners did not meet or exceed the standards on the 2022-23 CAASPP tests in English Language Arts or Math.
Reading Inventory/Lexile	68% of the English Learner students will increase their Lexile by 50 points by the end of the year.	36% of the English Learner students increased their Lexile by 50 points on 2023-24 Middle of the Year assessment.
Reclassification list	Increase the number of reclassified English Learner students from 41 to 45.	In 2022-23, 41 students were reclassified.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented to achieve Goal 3. District curriculum was implemented. A new curriculum for English Learners in our ELD transition classes was fully implemented for the 2023-24 year. Teachers met weekly for collaboration sessions after school and took release days to collaborate and map out curriculum, goals, and strategies for the year. District coaches provided support to teachers, and bilingual assistants provided tutoring support for students and translating for parents.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences observed between the intended implementation and the budgeted expenditures to implement the strategies and activities aimed at meeting the articulated goal. The planned implementation aligned closely with the budget allocations, ensuring that resources were appropriately allocated to support the strategies and activities outlined in our plan.

Lodi Middle School did not meet the articulated goal of growth of the stated universal measures in English Language Arts by the middle of the year. During the 2022-2023 school year, the following universal measures decreased the

number of students at or above grade level/students proficient from the Middle of the Year (MOY) 2022 to the Middle of the Year (MOY) 2023.

7th-8th Grade CAASPP ELA & Mathematics - 0% met or exceeded standards in 2022-2023.

7th-8th English Learners - 36% increased their Lexile by 50 or more points by the MOY assessment.

Overall, the data shows we have not grown. The following articulates and accounts for some of the data from the MOY 2023-24.

The i-Ready Universal Screener was not a metric used for the 2023-24 SPSA plan, but it will be used for the 2024-25 plan. The MOY Reading and Math assessments from i-Ready indicated 1% of the English Learners met or exceeded standards on both assessments.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The actual outcomes for increasing the percentage of English Learner meeting or exceeding standards on the English Language Arts and Math CAASPP tests were not met. Also, from the MOY assessment, the percentage of students increasing their Lexile by 50 points was not met nor was the goal of reclassifying 45 students. To address this, we will be implementing changes to our goals, outcomes, and strategies in the Single Plan for Student Achievement (SPSA).

Specifically, adjustments will be made in the following areas within the SPSA:

Goal Revision: The goal related to reclassification will be refined to emphasize the progress towards English language proficiency.

Annual Outcomes: We will modify the annual outcome targets to be measured by the 2024 CA Dashboard.

Strategies and Activities: A new strategy will be added within the SPSA to ensure students have access to supplemental materials and resources.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community.

Many parents express a desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, limited communication channels, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse schedules and preferences while clearly defining the roles and benefits of active involvement in the educational process.

Feedback from parents indicates a limited awareness about the school's academic and extracurricular offerings, leading to missed opportunities for students to participate fully in available programs. Improved parent involvement is crucial to effectively communicate these opportunities and ensure that students benefit from a well-rounded educational experience that aligns with their interests and aspirations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC Attendance	Attendance for the first 3 quarters of the 2023-2024 School Year was 1	Attendance for the first 3 quarters of the 2024-2025 School Year will be 5+
Parent Conference Night Attendance	Attendance for the 2023-2024 School Year was 126	Attendance for the 2024-2025 School Year will be 130+
Jump Into English Attendance	Level 1 and 2 Attendance for the 2023-2024 School Year was 19	Level 1 and 2 Attendance for the 2024-2025 School Year will be 25+
Back to School Night Parent Attendance	Attendance for the 2023-2024 School Year was 284	Attendance for the 2024-2025 School Year will be 300+
Non-Promotion GPA Parent Conference Attendance	Attendance for the 2023-2024 School Year was 64	Attendance for the 2024-2025 School Year will be 75+

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	ALL	2000.00 Title I: Parent Involvement 2120 Para Temp Bilingual Translation and Child Care 798.00 Title I: Parent Involvement 3000 Benefits Benefits for Classified Timecards 500.00 Title I: Parent Involvement 4325 Food For Meetings Food for Parent Meetings 3012.00 Title I: Parent Involvement 5800 Prof and Operating/Consultants Jump Into English Level 3 3500.00 Title I 5800 Prof and Operating/Consultants Jump Into English Level 3
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements	ALL	0 Title I: Parent Involvement 4300 Materials See ELA 1.1 for Funding Allocation

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

The number of parents attending ELAC and SSC meetings

Increase the number of parents attending ELAC meetings to 5 and SSC meetings to 7.

This goal was not met with an average attendance of 3 students at the SSC meeting and 1 parent at the ELAC meeting.

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of parents attending Parent Conference Night	140 parents attend Parent Conference Night	137 parents attended Parent Conference Night.
The number of parents participating in Jump Into English classes	25 parents attend Jump Into English classes	19 parents attended Jump Into English classes.
The number of parents attending non-promotion GPA meetings	100 parents attend meetings	64 parent meetings.
The number of parents attending Back to School Night	150 parents attend Back to School Night	284 parents attended Back to School Night.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Based on our analysis, it has been noted that the actual outcomes for communicating and providing outreach for school events, as well as emphasizing the importance of parent involvement in student success, were lower than anticipated.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences observed between the intended implementation and the budgeted expenditures to implement the strategies and activities aimed at meeting the articulated goal. The planned implementation aligned closely with the budget allocations, ensuring that resources were appropriately allocated to support the strategies and activities outlined in our plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The actual outcomes for communicating and providing outreach for school events, as well as emphasizing the importance of parent involvement in student success, were lower than anticipated. To address this, we will be implementing changes to our goals, outcomes, and strategies in the Single Plan for Student Achievement (SPSA).

Specifically, adjustments will be made in the following areas within the SPSA:

Goal Revision: The goal related to parent involvement and communication will be refined to emphasize the need for increased outreach and engagement.

Annual Outcomes: We will modify the annual outcome targets to reflect a more ambitious but achievable level of parent participation and understanding of the importance of their involvement.

Strategies and Activities: New strategies and activities will be added or enhanced within the SPSA to improve communication channels, increase outreach efforts, and effectively convey the significance of parental involvement in student success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, [School] will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework. In addition, provide students with educational and academic, behavioral, and social-emotional development opportunities to increase metrics rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

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

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.

Based on a comprehensive review of the needs assessments and state and local data, there are two areas that emerged that require significant improvement. These two areas are Suspension Rate and Mathematics. Specifically, the Suspension Rate among our Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Students of Two or More Races, and White students requires improvement. Our Mathematics achievement among English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities also require improvement.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of support aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Trainings, Meetings, and PLCs	New Metric	90% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign-in sheets
California Dashboard: Suspension Rate	The ALL student group as demonstrated on the 2023 CA Dashboard reported 13.5% of the students were suspended at least one day. The performance color for the ALL student group is Red.	The ALL student group as demonstrated on the 2024 CA Dashboard report will decrease to 10% of the students. The performance color for the ALL student group will move from Red to Orange.
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 85.4 points below standard. The performance color for the ALL student group is Orange.	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard. The performance color for the ALL student group will move from Orange to Yellow.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. (Subs during the contracted school day)	ALL	5,000.00 Title I 5800 Prof and Operating/Consultants Pathways to Inclusion Professional Consultant on Restorative Justice Practices 973.00 Title I 1150 Teacher Sub Professional development training 243.00 Title I 3000 Benefits Benefits for substitute teachers 750.00 Title I 5220 Conference PBIS Conference
1.2	MTSS (Multi-Tiered System of Supports) Collaboration and Professional Development (Timecards outside of contracted time)	ALL	45,192.00 Title I 1120 Teacher Temp Collaboration Timecards for Teachers

	<p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <p>Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p>Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p>Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p>		<p>11,289.00 Title I 3000 Benefits Benefits for Timecards of Teachers</p>
<p>1.3</p>	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich</p>	<p>ALL</p>	<p>3,500.00 Title I 5872 Field Trips Entrance Fees & District Transportation 750.00 Title I</p>

<p>their educational experiences. The following activities outline the framework for these study trips: Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning. Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p>	<p>5800 Prof and Operating/Consultants STEAM Mobile Lab coming to school 7,000.00 Title I 5712 Transportation Charter Busses</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of English Learners who meet or exceed standards on the CAASPP tests in ELA and Math	For 2023-24, increase the percentage of English Learner students who Meet or Exceed standards on the English Language Arts and Mathematics CAASPP tests to 4%% and 2%.	In the 2022-23 year, 37% of the students Met or Exceeded the standard on the ELA CAASPP test, and 20% of the students Met or Exceeded the standard on the Math CAASPP test.
Percentage of students performing below the 1.5 GPA	Reduce the number of students performing below the 1.5 GPA to 9%.	After the third quarter of the 2023-24 year, 17% of the students were below the 1.5 GPA.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
All strategies were implemented for Goal 5. Professional development trainings were provided for teachers and administrators, and teachers attended PDs throughout the year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences observed between the intended implementation and the budgeted expenditures to implement the strategies and activities aimed at meeting the articulated goal. The planned implementation aligned closely with the budget allocations, ensuring that resources were appropriately allocated to support the strategies and activities outlined in our plan.

Lodi Middle School did not meet or exceed the articulated goal of 2% growth of the stated universal measures in English Language Arts by the middle of the year, with the exception of the CAASPP data. During the 2022-2023 school year, the following universal measures the number of students at or above grade level/proficient from the 2022 Middle of the Year (MOY) assessment to the 2023 Middle of the Year (MOY) assessment.

7th-8th Grade Reading Inventory (RI) - 44% (2023 MOY) of students proficient.

7th-8th Grade ELA i-Ready Universal Screener - 34% (2022-23 MOY) to 27% (2023-24 MOY) of students at or above grade level. This is a decrease of 7%.

7th-8th Grade CAASPP English Language Arts - 34% in 2021-2022 to 37% in 2022-2023. This is an increase of 3%.

Overall, the data shows we have not grown in most of the universal measures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At Lodi Middle School we had minimal material differences between the Proposed Expenditures and Estimated Actual Expenditures for Goal 5: Professional Development.

Adjustments will be made in the following areas within the SPSA:

Goal Revision: The goal related to professional development will be refined to emphasize the need for more training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.

Annual Outcomes: We will modify the annual outcome targets to reflect the importance of participation in professional development, student engagement (Suspension Rate), and achievement in Math.

Strategies and Activities: New strategies and activities will be added or enhanced within the SPSA to increase professional development participation specifically, teaching strategies and collaboration.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional/Behavioral

Lodi Middle School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified Chronic Absenteeism among our Asian students, Students with Disabilities, and students of Two or More Races according to the CA Dashboard as an area of need. Additionally, we have also identified notable performance gaps due to the Suspension Rates among our Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Students of Two or More Races, and White students.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	The All Students indicator on the CA Dashboard was in the Yellow with a decrease of 11.4%.	All Students will be in Yellow with a decrease of 5%.
CA Dashboard - Suspension Rate	The All Students indicator on the CA Dashboard was in the Red with an increase of 0.8%.	All Students will be in Red with a decrease of 5%.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 70% Tier 2 TIF Score 69% Tier 3 TIF Score 91%	2024-2025 Local Data: Tier 1 TFI Score 80% Tier 2 TIF Score 75% Tier 3 TIF Score 95%
PBIS Recognition	Bronze status for the 2022-23 School Year	Gold status for the 2024-25 School Year
Panorama Survey	43% of the students identified a positive Sense of Belonging to the school.	60% of students identifying a positive Sense of Belonging.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	ALL	Title I 5220 Conference To attend PBIS Conference - See PD 5.1 for Funding Allocation 0 Title I 5800 Prof and Operating/Consultants Professional Consultant on Restorative Justice Practices - See PD 5.1 for Funding Allocation 975.00 Title I 1150 Teacher Sub Teacher substitutes for teachers to attend professional development 243.00 Title I 3000 Benefits Benefits for teacher substitutes
1.2	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs.	ALL	0 Title I 1120 Teacher Temp See PD 5.2 for Funding Allocation Amount 0 Title I 3000 Benefits See PD 5.2 for Funding Allocation Amount

	<p>Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p>		
<p>1.3</p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p>	<p>ALL</p>	<p>7,500.00 Title I 5800 Prof and Operating/Consultants Assembly to address needs of students</p>

	<p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
New Goal for the 2024-2025 School Year		

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

New Goal for the 2024-2025 School Year

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New Goal for the 2024-2025 School Year

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New Goal for the 2024-2025 School Year

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ATSI

23-24 Goal: The educational outcomes for English Learner (EL) students, Hispanic students, Socioeconomically Disadvantaged (SED) students, Students with Disabilities, and Students of Two or More Races will mirror that of the general student population.

Lodi Middle exited ATSI for the 2024-2025 School Year

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

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.

The Identified Need for the 22-23 School Year was: The CDE CA Dashboard Data for the 2022-23 school year indicates that Lodi Middle is either in the very low, low, or very high Status level for the following student groups:
 English Learner - ELA, Mathematics (very low), Chronic Absenteeism, Suspension (very high)
 Hispanic - ELA (low), Mathematics (very low), Chronic Absenteeism, Suspension (very high)
 SED - ELA (low), Mathematics (very low), Chronic Absenteeism (very high), Suspension (very high)
 Students with Disabilities - ELA, Mathematics (very low), Chronic Absenteeism, Suspension (very high)
 Two or more Races- Chronic Absenteeism (very high), Suspension (medium)

Lodi Middle Exited ATSI for the 24-25 School Year. Refer to the bottom of this goal for the analysis.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA Test (distance from standard)	Lodi Middle will raise the performance level of all student groups on the CAASPP ELA Test by 10 points as measured by the 2023 CA Dashboard.	During the 2022-2023 school year, the 7th-8th grade students were 38.5 points below standard on the CAASPP test according to the CA Dashboard. This is an increase of 9 points.
CAASPP Mathematics Test (distance from standard)	Lodi Middle will raise the performance level of all student groups on the CAASPP Mathematics Test by 10 points as measured by the 2023 CA Dashboard.	During the 2022-2023 school year, the 7th-8th grade students were 85.4 points below standard on the CAASPP test according to the CA Dashboard. This score was maintained by 0.6 points.
Chronic Absenteeism Rate	<p>Lodi Middle will reduce the overall chronic absenteeism rate by 3%.</p> <p>The chronic absenteeism rate for English Learners, Hispanic students, SED students, Students with Disabilities, and Students who are Two are More Races will decrease by 10%.</p>	During the 2022-2023 school year, 30.6% of the students were chronically absent according to the CA Dashboard. This is an 11.4% decrease in absences.
Suspension Rate	<p>Lodi Middle will reduce the overall suspension rate by 6%.</p> <p>The suspension rate for English Learners, Hispanic students, SED students, Students with Disabilities, and Students who are Two are More Races will decrease to Medium.</p>	<p>During the 2022-2023 school year, 13.5% of the students were suspended according to the CA Dashboard. This is a slight increase by 0.8%.</p> <p>The suspension rate for English Learners, Hispanic students, SED students, Students with Disabilities, and Asian all performed in the Red. Students who are Two are More Races decreased to Orange.</p>

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented for Goal 7. District coaches met with ELA teachers, and teachers met for collaboration sessions after school and were given release time to collaborate during school days.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences observed between the intended implementation and the budgeted expenditures to implement the strategies and activities aimed at meeting the articulated goal. The planned implementation aligned closely with the budget allocations, ensuring that resources were appropriately allocated to support the strategies and activities outlined in our plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Lodi Middle improved in the areas of CAASPP ELA and Mathematics Tests and Chronic Absenteeism and Suspension Rates. Therefore, they will not have an ATSI goal for the 2024-25 year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$222,058.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$222,058.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$215,748.00
Title III	\$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$215,748.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$0.00
Title I: Parent Involvement	\$6,310.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$6,310.00

Total of federal, state, and/or local funds for this school: \$222,058.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	215,748.00
Title I: Parent Involvement	6,310.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1100 Teacher	0.00
1120 Teacher Temp	45,192.00
1150 Teacher Sub	11,674.00
1900 Other Cert Salaries	0.00
2120 Para Temp	3,835.00
3000 Benefits	15,735.00
4200 Books	19,589.00
4300 Materials	42,000.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	750.00
4375 Technology (under \$500)	5,000.00
4475 Technology (\$500-\$9,999)	23,000.00
5220 Conference	750.00
5712 Transportation	7,000.00
5800 Prof and Operating/Consultants	19,762.00

5872 Field Trips	3,500.00
5875 Technology Licenses	23,771.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1100 Teacher	LCFF	0.00
1120 Teacher Temp	Title I	45,192.00
1150 Teacher Sub	Title I	11,674.00
2120 Para Temp	Title I	1,835.00
3000 Benefits	Title I	14,937.00
4200 Books	Title I	19,589.00
4300 Materials	Title I	42,000.00
4328 Warehouse Supplies	Title I	750.00
4375 Technology (under \$500)	Title I	5,000.00
4475 Technology (\$500-\$9,999)	Title I	23,000.00
5220 Conference	Title I	750.00
5712 Transportation	Title I	7,000.00
5800 Prof and Operating/Consultants	Title I	16,750.00
5872 Field Trips	Title I	3,500.00
5875 Technology Licenses	Title I	23,771.00
2120 Para Temp	Title I: Parent Involvement	2,000.00
3000 Benefits	Title I: Parent Involvement	798.00
4300 Materials	Title I: Parent Involvement	0.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	3,012.00
1900 Other Cert Salaries	Title III	0.00
5800 Prof and Operating/Consultants	Title III	0.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5
Goal 6

Total Expenditures
103,266.00
23,000.00
2,567.00
9,810.00
74,697.00
8,718.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Cassandra Iwamiya	Principal
Margaret Schofield	Classroom Teacher
Tarina Taylor	Classroom Teacher
Trevor Taylor	Classroom Teacher
Angela Trevino	Other School Staff
Elisabeth Hensel	Parent or Community Member
Kimberly Leonard	Parent or Community Member
Christina McLaughlin	Parent or Community Member
Sandra Shackelford	Parent or Community Member
Candice Pareja	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/14/24.

Attested:



Principal, Cassandra Iwamiya on 5/14/24



SSC Chairperson, Margaret Schofield on 5/14/24