



Dr. Jesus Marron
Principal
Lodi High School

Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lodi High School	39685853934783		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 High School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) 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.

Table of Contents

SPSA Title Page 1

Table of Contents..... 2

Plan Description 3

Educational Partner Involvement 3

Resource Inequities 4

Comprehensive Needs Assessment Components 4

 California School Dashboard (Dashboard) Indicators 4

Goals, Strategies, & Proposed Expenditures..... 6

 Goal 1 6

Recommendations and Assurances 9

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) 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 will 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 High 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) include:

Parents/guardians

Students

School faculty and staff

Community members

Communication with the School Site Council occurred on 4/22/2024 on campus. A presentation was given by Mrs. Duenas about ATSI, the student groups involved, as well as steps Lodi High would be taking in the next three years.

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

Communication through Principal newsletter (emailed, text, and on school website)

Staff wide email alerting ATSI for English learners sent on 4/11/2024
24/25 Plan communicated by Dr. Marron to staff 4/11/2024

Consultation Meetings: Consultation meetings scheduled to gather input for various stakeholder groups include:

School Site Council 4/22/2024

Math Department needs assessment 4/15/24-4/26/24

ELD/English needs assessment 4/15/24-4/26/24

Assistant Principals completed suspension needs assessment 4/22/24-4/30/24

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 - current and ongoing as Lodi High is also working towards a 7-period Academic Year MOU

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Lodi High School has been identified for Additional Targeted Support and Improvement ATSI. The following subgroup, English Learners (EL) entered ATSI due to meeting the criteria based on the following indicators: English Learner Progress, Suspension Rates, and Math as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through the ATSI Action Plan Template. Lodi High School professional development will be centered on three core areas to include Instruction, Community, and Accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

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.

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

Suspension Rate - Orange

English Learner Progress - Red

Mathematics - Orange

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.

Based on the needs assessment, we have identified the sub-group English Learners that need significant improvement based on a review of the California School Dashboard and local data. Referring to the Dashboard we have identified (a) English Learner Progress, Suspension Rates, and Math CAASPP scores AND (b) LTELs as being the student subgroup within the EL designation needing the most support.

The English Learner Progress needs assessment revealed that Lodi High's LTELs are the student subgroup that is needing the most support. LTELs need support for many reasons, including lacking support and information to parents/families about graduation requirements, credit recovery, and behavior at school. Our LTELs are getting stuck in their language development classes which limit electives they can choose. Reclassification measures, ELD pathway courses, and ELD curriculum have recently changed, so data with those changes will not be uploaded to the CA Dashboard until January 2025. Finally, emphasis on taking the ELPAC assessment seriously is really pushed and focused on in the ELD courses especially in January before the assessment is given in February.

The Suspension Rates needs assessment revealed that there are many different potential interventions that can be used when a student gets in trouble. The main indicators for the 2024 CA Dashboard for suspensions are fights as well as vaping/drugs on campus. Once those suspendable offenses happen, there are other interventions such as GRIP and the One Eighty program that can provide support post discipline. The administration team has identified that relationships with our EL student population as well as more clear communication to families about suspensions, limitations that come with repeat offenses, as well as connecting our EL students to campus are all areas of improvement.

The Math department needs assessment revealed that as a department, they are realizing strategies, accommodations, and awareness need to be highlighted in order to better reach the English learner population. Awareness will be a key indicator moving forward as well as school wide strategies such as AVID focused note taking. Another important note in the needs assessment was the use of bilingual paras. In the 2023-24 school year, ELPAC 1 and 2 students received para support due to language being a main barrier. However, para support will be re-evaluated to see if support is better used elsewhere.

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.

Additional Targeted Support and Improvement (ATSI)

The educational outcomes of our English Learners will mirror that of the general population (All Students group on the dashboard).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1 - All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

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 upon the California School Dashboard state indicators, Lodi High School has been identified for Additional Targeted Support and Improvement ATSI. The following subgroup, English Learners (EL) entered ATSI due to meeting the criteria based on the following indicators: English Learner Progress, Suspension Rates, and Math as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through the ATSI Action Plan Template. Lodi High School professional development will be centered on three core areas to include Instruction, Community, and Accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

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: Suspension Rate	15.4% (red) of EL students (312 students) were suspended at least one day as demonstrated on the 2023 CA Dashboard.	Lodi High will reduce the suspension rate for EL students to 15.1% or below to obtain Orange as measured by the 2024 CA Dashboard.
CA Dashboard: Mathematics CAASPP (distance from standard) EL Students	2023 EL Mathematic CAASPP Baseline Data: 78 English learner students scored 181 points below standard and declined 9.9 points.	Maintain or increase the English learner mathematics CAASPP scores from 181 points to 175 points below standard to obtain Orange as measured by the 2024 CA Dashboard.
CA Dashboard: English Learner Progress	2023 English Learner Progress Baseline Data: 41% (Red) of English learners were making progress towards English language proficiency.	Maintain or increase the proficiency levels from 41% to 50% to obtain Orange as measured by the ELPI on the 2024 CA Dashboard.

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>Site Administration will be working with our AVID coordinator: Ms. Osterman, ELL Coordinator Ms. Williams, WASC/PLC/PDC/NTSS/TOSA: Ms. Duenas. Admin will work with them in assessing and identifying what we presently do in our departments and school-wide in supporting our ELL Students. From there, we will provide professional development and training for AVID, ELD, and SDAIE strategies at LHS.</p> <p>https://explore.avid.org/avid-emerge/</p> <p>Teachers will be attending professional development training during the summer and school year.</p>	All students will be served with a focus on EL students	LCFF \$5,000-\$10,000
1.2	<p>Site administration is committed to building strong relationships with our English Language Learner (ELL) students and community.</p> <p>The administration will establish communications and meetings specifically for our ELL community with the help of our ELD coordinator. Information regarding high school, college, and career will be shared and discussed with ELL students, parents, and guardians.</p> <p>Improve on ELAC parent/community participation</p> <p>Administration and ELD department will be working collectively in having monthly informational meetings with parents/guardians During ELAC meetings, the following topics will discuss the English Language program and goals.</p> <p>Parents will learn common core standards, curriculum, district, state, and federal laws.</p> <p>Topics designed to provide your family with the tools to help your teen be college and career ready.</p>	English Learners	LCFF \$2,000
1.3	<p>ELD Curriculum</p> <p>ELD 1 is now using Vista as its main curriculum with supplemental curriculum from Rosetta Stone. ELD 2 is using Language Launch, Vista and Rosetta Stone as its curriculum. ELD 3 and ELD 4 curriculum will be piloted in the 2024-25 school year.</p>	English Learners	LCFF

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

Analysis

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

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

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.

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



Other: SSC Assistant Principal

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 4/22/24.

Attested:



Principal, Jesus Marron on 5/20/24

SSC Chairperson, Kyle Shallcross on 5/20/24