

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Lodi Middle School
Address	945 South Ham Lane Lodi, CA 95242
County-District-School (CDS) Code	39685856042220
Principal	Cassandra Iwamiya
District Name	Lodi Unified School District
SPSA Revision Date	10/19/21 (Preliminary)
Schoolsite Council (SSC) Approval Date	10/19/21
Local Board Approval Date	12/14/21

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

LODI MIDDLE SCHOOL VISION

We, at Lodi Middle School, are passionate about empowering students to be creative, motivated, responsible, caring and contributing members of our community by providing a safe, rigorous learning environment.

LODI MIDDLE SCHOOL VIKINGS MOTTO

We are Supportive, Accepting, Inspiring Learners at Lodi Middle School because that's the way we SAIL.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Profile

Lodi Middle School is located on South Ham Lane and Vine Street in Lodi, California. Our school was built in 1964 and has a rich history of excellent educators and community support working towards helping our students achieve their goals. We work collaboratively with our English Language Advisory Committee (ELAC), the School Site Council (SSC), and our faculty chairpersons' Leadership Team and school Safety Committee. Our instruction focuses on grade level standards developed by the state of California and approved by the local Board of Education.

Enrollment: 826 students

English Learners: 206 students - 24.94%

Special Education: 112 students - 13.56%

Gifted and Talented Education: 122 students - 14.77%

Socio-Economically Disadvantaged: 712 students - 86.20%

Title III Eligible Immigrants: 13 - 1.57%

Title I Part C Migrant: 10 students - 1.21%

Ethnic Makeup:

Hispanic 538 students - 65.13%

American Indian/Alaskan Native 2 students - 0.24%

Asian 71 students - 8.60%

Filipino 6 students - 0.73%

Black/African American 8 students - 0.97%

Hawaiian/Pacific Islander 3 students - 0.36%

White 165 students - 19.98%

Multiple 17 students - 2.06%

Missing 16 students - 1.94%

Stakeholder Involvement

How, when, and with whom did the 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

In planning for this SPSA/Annual Review and Update, Lodi Middle School presented information to parents at Back to School Night on August 10, 2021. Back to School Night was held via Zoom video conferencing/presentation. During the Back to School Night presentation, attendees were informed with general information about Title 1 and SPSA. Particular emphasis was placed on parent involvement and the need for new members for our School Site Council (SSC). The principal asked for nominations or volunteers to run for council member seats during the meeting and followed it up with a mass communication phone call and email. After nominations were received, an election was held through a mass email using Google Forms. Nominations and elections were also held in the same manner for certificated and classified staff.

Four parents, four teachers, and one classified staff were elected to the School Site Council.

Our first School Site Council Meeting was held September 21, 2021. Parents were informed they could provide input at the SSC meeting through the school website, postings at the school, mass emails and phone calls. The agenda was posted at the school site and sent in emails prior to the meeting. Our Title 1 budget was shared at the first SSC meeting and with the school staff through faculty meetings and department meetings. Input was collected on how funds should be spent and programs and goals were discussed. Input on the budget and spending funds was also shared with our ELAC parent group during a quarterly meeting.

Subsequent meetings for SSC, ELAC, and staff will be held throughout the year to further discuss and collect input for our SPSA.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

1. Increase school-wide, students that have Met or Exceeded the standard on the ELA state assessment (CAASPP) by 1%, which would be a target of 42%, compared to 41% in 2018-19.
2. Increase school-wide, students who have Met or Exceeded the standard on the Lodi Unified ELA Benchmark by 2%, which would be a target of 11%, compared to 9% in 2019-20.
3. Students enrolled in READ 180 will be monitored quarterly with a goal of 50% of the enrolled General Education students increasing their lexile by 100 points by the end of the year (Reading Inventory).
4. Earn AVID Certification.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP test scores in ELA	42% of the students will have Met or Exceeded the standard on the CAASPP.	Due to COVID-19 and the cancellation of statewide testing in 2019-20, scores of data from that year are not available. The CAASPP English Language Arts test scores from 2020-21 show 34% of the students Met or Exceeded the standard. However, these scores are not comparable to previous years' scores as this particular test was shortened and altered due to COVID-19. In addition, technical issues accessing the test as well as the number of students that were tested do not provide a complete picture of the school population.
Lodi Unified ELA Benchmark	11% of the students will have Met or Exceeded the standard on the Lodi Unified ELA Benchmark.	Due to COVID-19, there are no end of the year scores of data.
Reading Inventory	At least 50% of the General Education students enrolled in READ 180 will increase their Lexile by 100 points by the end of the year.	Due to COVID-19, there are no end of the year scores of data.
AVID Certification	AVID Certification in 2020-21	Due to COVID-19 the certification process was suspended. We retained our previous certification which was Emerging Schoolwide second only to AVID Demonstration status.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1</p> <p>District coaches provide support to ELA teachers and READ 180 teachers.</p>	<p>Implemented strategy as planned</p>	<p>Provide support to ELA teachers for StudySync and READ 180 LCFF 0</p>	<p>Provided support to ELA teachers for StudySync and READ 180 LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 2 Print supplemental materials.	Strategy not implemented	Provide supplemental materials 5715 Print Shop Title I 2000	Supplemental materials not printed 5715 Print Shop Title I 0
ELA 3 Teachers and librarian to order new class sets of novels and books for students below, at, and above grade levels for all learners.	Implemented strategy as planned	Purchase class sets of novels and books for all students to use 4200 Books Title I 7,000	Purchased class sets of novels and books for all students to use 4200 Books Title I 7,964
		Purchase class sets of novels and books for all students to use 4200 Books Comprehensive Support and Improvement 20,000	Purchase class sets of novels and books for all students to use 4200 Books Comprehensive Support and Improvement 19,993
ELA 4 Purchase Promethean panels for student engagement and delivery of lessons.	Implemented strategy as planned	Purchase two Promethean panels 4400 Equipment (\$500-\$9,999) Title I 10,944	Purchased two Promethean panels 4475 Technology (\$500-\$9,999) Title I 9,208
ELA 5 Purchase site licenses for computer language arts programs for distance learning.	Purchased three of the four site licenses	Purchase digital language arts program for distance learning (No Red Ink, Quizziz, Kahoot, Quizlet) 5875 Technology Licenses Title I 17,000	Purchased No Red Ink, Quizziz, and Kahoot site licenses for distance learning and in-person instruction 5875 Technology Licenses Title I 13,620

Analysis

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

Overall, all strategies were implemented, except Strategy 2, to help achieve Goal 1. Support was provided by District coaches to help support ELA teachers through Distance Learning. Supplemental materials were not printed as students were in Digital Learning for most of the year which made printed materials unnecessary. Novels and books were purchased. Due to Distance Learning, many novels and library books checked out to students were not returned. Additional class sets and books were purchased. Two Promethean panels and site technology licenses for language arts programs were purchased to assist with digital learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Though most strategies were implemented, goals to meet or exceed standards for the CAASPP and Lodi Unified Benchmark testing were not met. CAASPP testing from 2020-21 show 34% of the students met or exceeded the standard, and no scores for Benchmark testing are available due to COVID-19 circumstances. Scores from the 2020-21 CAASPP testing are not comparable to previous years' scores as this particular test was shortened and altered due to COVID-19. In addition, technical issues accessing the test as well as the fewer number of students that were tested do not provide a complete picture of the school population.

READ 180 classes are offered to students who are determined to be below grade level readers based on the Reading Inventory assessment. Students with disabilities and English Language Learners are also enrolled to READ 180. English Language Learners have not passed the ELPAC test are given an additional English support class. Weekly department meetings are held to lesson plan, map curriculum, and analyze and create common assessments.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Lodi Middle School we established our material differences threshold for Goal 1 to be \$6,159.

For Strategy 1.2, students were not present on campus for the majority of the year due to Distance Learning. Therefore, additional printed materials were not created.

For Strategy 1.3, class sets and novels slightly exceeded the estimated cost under Title 1 monies due to the number of books that were not returned or damaged from Distance Learning. The replacement costs for additional books was greater than estimated.

For Strategy 1.4, Promethean panels were purchased, but the expense was less than estimated.

For Strategy 1.5, the technology site licenses for Scholastic was not approved for purchase.

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 goal to meet or exceed standards on the CAASPP ELA test will be 35% as the 2021 scores fell to 34%. This is due to COVID-19 and Distance Learning. The goal for Benchmark testing will be 9% which is lower from the previous year also due to COVID-19 and Distance Learning. The goal for students enrolled in READ 180 will continue to be a 100 point increase in Lexile, and Lodi Middle will seek AVID certification. A new goal added to Goal 1 is a 85% of the students enrolled in English Language Arts will pass with a letter grade of D or better. These changes can be found in Goal 1 of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

1. Increase school-wide, students that have Met or Exceeded the standard on the state math assessment (CAASPP) by 2%, which would be a target of 33%, compared to 31% in 2018-19.
2. Increase school-wide, students that have Met or Exceeded the standard on the LUSD Math Benchmark by 2%, which would be a target of 60%, compared to 58% in 2019-20.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP test scores in Math	33% of the students will have Met or Exceeded the standard on the CAASPP.	19% of the students Met or Exceeded the standard on the CAASPP Mathematics test. These scores are not comparable to past years as this particular test was shortened due to COVID-19 and some questions were altered. In addition, students faced technical issues accessing the test. This lowered the total number of students that were tested compared to the overall school population which does not give a full picture of the school's overall standing.
Lodi Unified Math Benchmark	60% of the students will have Met or Exceeded the standard on the Lodi Unified Math Benchmark.	Due to the CAASPP testing schedule, District Benchmark testing was not implemented the final quarter. Therefore, there are no Benchmark scores.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math 1 District Coaches will provide coaching support to all 7th and 8th Mathematics teachers in Common Core 7 and 8.	Implemented strategy as planned	District Coaches support implementation of Common Core LCFF 0	District Coaches supported the implementation of the Common Core LCFF 0
Math 2 Provide classroom materials and supplies to students and teachers.	Implemented strategy	Materials, calculators, and supplies purchased 4300 Materials Title I 17,000	Materials, calculators, and supplies purchased 4300 Materials Title I 18,846
Math 3	Implemented strategy as planned	Purchase IXL site licenses for the next 2	Purchased IXL site licenses for the next 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase IXL site licenses for students to improve individual math, language arts and science skills.		years to improve math, ELA and science skills 5875 Technology Licenses Title I 38,000	years to improve math, ELA and science skills 4328 Warehouse Supplies Title I 37,563
Math 4 Purchase 44 Wacom tablets.	Implemented strategy as planned	Purchase Wacom tablets 4475 Technology (\$500-\$9,999) Title I 5,500	Purchased Wacom tablets 4475 Technology (\$500-\$9,999) Title I 5,412

Analysis

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

Overall, all strategies were implemented to help achieve Goal 2. Support was provided by District coaches to help support Math teachers through Distance Learning. Materials and supplies were purchased but most supplies were purchased by the District with ESSER funding. Technology licenses were purchased to supplement curriculum and assist with digital learning, and Wacom tablets were purchased for every teacher as a technology tool which helped them make videos of their lessons for students to view synchronously and asynchronously.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Though all strategies were implemented, goals to meet or exceed standards for the CAASPP and Lodi Unified Benchmark testing were not met. CAASPP testing from 2020-21 show 19% of the students met or exceeded the standard, and no scores for Benchmark testing are available due to COVID-19 circumstances. Scores from the 2020-21 CAASPP testing are not comparable to previous years' scores as this particular test was shortened and altered due to COVID-19. In addition, technical issues accessing the test as well as the fewer number of students that were tested do not provide a complete picture of the school population.

Strategy 3 enabled teachers to use a diagnostic tool which produced data that guided their lesson planning. Though Goal 2 was not met this year, the initial trial use of IXL in 2019-20 produced positive gains. Lodi Middle will continue to use this tool.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Lodi Middle School we established our material differences threshold for Goal 2 to be \$1,497.

For Strategy 2.2, the expense for student supplies (calculators, graphing kits, fraction tiles, and geoboards) exceeded the estimated cost.

For Strategies 2.3 and 2.4, the expense for site licenses and Wacom tablets were under the estimated cost.

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 goal to meet or exceed standards on the CAASPP Mathematics test will be 23% as the 2021 scores fell to 19%. This is due to COVID-19 and Distance Learning. The goal for Benchmark testing will be 6% which is lower from the previous year also due to COVID-19 and Distance Learning. A new goal added to Goal 2 is a 85% of the students enrolled in Mathematics will pass with a letter grade of D or better. These changes can be found in Goal 2 of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

1. Increase the number of reclassified students from 20 in 2019-20 to 30 students in 2020-21.
2. Increase the percent of students meeting or exceeding standards on the ELA and mathematics CAASPP test by 1% in ELA and 1% in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification list	Increase the number of reclassified English Learner (EL) students to 30 from 20.	10 EL students were reclassified. COVID-19 digital learning proved to have many technical issues for the online assessment.
CAASPP tests scores in ELA and math	Increase the percentage of EL students who Meet or Exceed standards in ELA on the CAASPP test from 3% to 4% and in Mathematics from 4% to 5%.	We did not meet our goal. 1% of the EL students Met or Exceeded Standards on the CAASPP ELA and Mathematics Test. COVID-19 and Digital Learning proved to have many technical issues for the online assessment and impeded progress.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL 1 Provide additional support to students designated as English Language Learners and their parents.	Implemented strategy as planned	District coaches will provide additional support for teachers and students LCFF 0	District coaches provided support to teachers in the area of Common Core English (StudySync), READ 180, and EL component of StudySync LCFF 0
EL 2 Provide academic support using district adopted curriculum designated for English Learners.	Implemented strategy as planned	Provide additional support to EL students in their core classes with bilingual paraeducators LCFF 0	Provided additional support of EL students in core classes with bilingual paraeducators LCFF 0
EL 3 Provide additional academic support for students new to our country needing to acquire English Language skills with Rosetta Stone.	Implemented strategy as planned	Rosetta Stone LCFF 0	Provided use of Rosetta Stone to all newcomer students LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL 4 Provide after school academic support for students needing help with homework.	Implemented strategy as planned	Bilingual Paraeducator gives after school support to EL students with homework. 2120 Para Temp Title I 2,000	Bilingual Paraeducator gave after school support to English Learner students 2120 Para Temp Title I 877
		Bilingual clerical assistance for all after school translations at meetings, parent conference nights, and events 2420 Clerical Temp Title I 3,000	Bilingual clerical assistance for after school translations at meetings, parent conference nights, and events 2420 Clerical Temp Title I 2,752
		Benefits for time carded activities 3000 Benefits Title I 1518	Benefits for time carded events 3000 Benefits Title I 336

Analysis

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

Overall, all strategies were implemented to help achieve Goal 3. Support was provided by District coaches to help support ELA teachers through Distance Learning, and the program Rosetta Stone was provided by the District to all newcomers. Bilingual Paraeducators gave after school homework support to students via Zoom, and Bilingual clerical assistance was given for after school translations at meetings, parent conferences, and for events.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19, English Learners received limited in-person instruction which impacted the effectiveness of all strategies. It is believed that a full year of in-person instruction would have raised CAASPP test scores and brought the number of reclassified students closer to our goal. Bilingual Paraeducators and clerical assistance for after-school support, parent meetings and conferences were effective strategies to assist students and parents. However, Distance Learning negatively impacted student participation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Lodi Middle School we established our material differences threshold for Goal 3 to be \$2,553.

For Strategy 3.4, The support expenditure for Bilingual Paraeducators was not fully expended. The number of hours used for the Bilingual Paraeducators and clerical staff were not fully completely utilized due to Distance Learning and lack of student participation.

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 goal for EL students to meet or exceed standards on the ELA and Mathematics CAASPP tests will remain the same at 3% for ELA and 4% for Mathematics, and the number of reclassified students will be 15. A new goal of EL students in READ 180 increasing their Lexile by 50 points has been added. This change can be found in Goal 3 for English Learners.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

1. Implement parent conferences to discuss the needs of students performing below the 1.5 GPA promotion requirement, with the expectation that the increased parental involvement will reduce the number of students performing below the 1.5 GPA from 14.6% to 12%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of students performing below the 1.5 GPA	Reduce the number of students performing below the 1.5 GPA from 14.6% to 12%.	14.3% of the students performed below the 1.5 GPA promotion requirement.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 1 Additional Parent Conference Nights for parents to meet with teachers to discuss student progress.	Additional conferences were not held due to COVID-19.	Parent/Teacher evening conferences to discuss student progress in classes 1120 Teacher Temp Comprehensive Support and Improvement 1,500	Parent/Teacher evening conferences 1120 Teacher Temp Comprehensive Support and Improvement 0
		Parent/Teacher evening conferences to discuss student progress in classes 3000 Benefits Comprehensive Support and Improvement 294	Parent/Teacher evening conferences 3000 Benefits Comprehensive Support and Improvement 0
		Bilingual paraeducator translates and meets with parents for conferences 2120 Para Temp Title I: Parent Involvement 1,850	Bilingual paraeducator translations for meetings 2120 Para Temp Title I: Parent Involvement 0
		Bilingual paraeducator translates and meets with parents for conferences 3000 Benefits Title I: Parent Involvement 562	Bilingual paraeducator translations for meetings 3000 Benefits Title I: Parent Involvement 0
PI 2 Provide supplemental counseling hours by hiring a bilingual counselor to conduct parent meetings	A bilingual counselor was hired but was unable to complete the assignment.	Provide additional part-time counselor to conduct parent meetings and conferences for at-	Additional part-time counselor provided extra hours for parent conferences and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and conferences for at-risk and English Learner students.		<p>risk students 1920 Other Cert Temp Title I 11,707</p> <p>Provide additional part-time counselor to conduct parent meetings and conferences for at-risk students 3000 Benefits Title I 2,289</p>	<p>meetings. 1920 Other Cert Temp Title I 1910</p> <p>Benefits 3000 Benefits Title I 234</p>
<p>PI 3</p> <p>Provide School Planners for all students to communicate daily school work and school events to parents/guardians.</p>	<p>Implemented strategy as planned</p>	<p>Purchase of school planners 4300 Materials Title I 4,668</p>	<p>School planners purchased 4300 Materials Title I 4,667</p>
<p>PI 4</p> <p>Provide additional mental health care for at-risk students.</p>	<p>Mental health care counseling was utilized throughout the year.</p>	<p>Teen 180 Center counseling program and services 5800 Prof and Operating/Consultants Title I 5,820</p> <p>Teen 180 Center counseling program and services 5800 Prof and Operating/Consultants Title I: Parent Involvement 2,180</p> <p>Additional hours for mental health care counseling with Point Quest 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 3,442</p>	<p>Teen 180 Center counseling program and services 5800 Prof and Operating/Consultants Title I 5,800</p> <p>Two additional hours for mental health care counseling 5800 Prof and Operating/Consultants Title I 2,200</p> <p>Additional hours for mental health care counseling with Point Quest 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 3,380</p>
<p>PI 5</p> <p>Provide written newsletters, notifications, and information to parents regarding student progress and school-wide events.</p>	<p>Supplies, postage, and written materials were received and utilized.</p>	<p>Paper and envelopes for newsletters and notifications 4328 Warehouse Supplies Title I 750</p> <p>Postage costs to send out all the communication 5711 Postage Title I 3,000</p> <p>Supplemental informational materials for parents 5715 Print Shop Title I 1,000</p>	<p>Paper and envelopes for newsletters and notifications 4328 Warehouse Supplies Title I 0</p> <p>Postage costs 5711 Postage Title I 0</p> <p>Supplemental informational materials for parents 5715 Print Shop Title I 903</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 6 Provide English classes for parents.	Implemented strategy as planned	Assisting instructor teaching Jump Into English classes 2120 Para Temp Comprehensive Support and Improvement 1,607	Assisting instructor teaching Jump Into English classes 2120 Para Temp Comprehensive Support and Improvement 0
		Assisting instructor teaching Jump Into English classes 3000 Benefits Comprehensive Support and Improvement 488	Assisting instructor teaching Jump Into English classes 3000 Benefits Comprehensive Support and Improvement 0
		Instruction for Jump Into English classes 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 3,500	Instruction for Jump Into English classes 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 2,691
PI 7 Purchase an outdoor audio system for parent and student presentations, assemblies, and meetings.	Implemented strategy as planned	Purchased outdoor audio system 4400 Equipment (\$500-\$9,999) Comprehensive Support and Improvement 3,500	Purchased outdoor audio system 4400 Equipment (\$500-\$9,999) Comprehensive Support and Improvement 3,440

Analysis

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

Strategy 1 was not implemented due to COVID-19 restrictions, and Strategy 2 was implemented in limited capacity as the counselor could not complete the assignment. Strategies 3, 4, and 7 were fully implemented. Strategies 5 and 6 were also fully implemented, but General Funds were used to pay for those expenditures.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19 and Distance Learning, the overall effectiveness of the strategies were not fully realized and therefore, the goal was not achieved. Parent communication is one of the key factors in helping struggling students achieve academic success. For the future, Strategy 1 will be attempted again. Strategy 3 is a communication tool that was helpful for students and parents to refer to for frequently asked questions and keeping track of daily academics when used properly. Strategy 4 was effective in reaching out to students who needed social/emotional support, but Distance Learning did make it difficult. Strategies 5, 6, and 7 were implemented and effective in communicating and presenting messages and events to parents and helping parents learn English.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Lodi Middle School we established our material differences threshold for Goal 4 to be \$21,835.

For Strategy 1, \$4,206 was set aside for teachers and Bilingual Paraeducators to meet with parents for an additional Parent Conference Night during the third quarter. However, due to COVID-19 restrictions, the second Parent Conference Night was canceled, and these funds were not expended for this strategy.

For Strategy 2, \$13,996 was set aside for additional counseling hours with a bilingual counselor to conduct parent meetings and conferences for at-risk and English Learner students. Unfortunately, the counselor was unable to finish the assignment, and therefore, \$11,852 was not expended for this strategy.

For Strategy 5, \$3,847 was not fully expended as the supplies and postage were paid from Lodi Middle's general fund.

For Strategy 6, \$2,904 was not fully expended because the Bilingual Paraeducator's salary was paid by the Jump Into English vendor, and fewer parents signed up for the English classes for the final quarter.

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.

This goal will not change, and Lodi Middle will strive to lower the percentage of students below a 1.5 GPA to 12%. This goal can be found under Goal 5 in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

Increase the percentage of students to Standards Met on the CAASPP state test in ELA and Mathematics from 41% to 43% in ELA and from 31% to 33% in Mathematics. We will accomplish this by providing professional development to our teachers.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP test scores in ELA	43% of the students will have Met or Exceeded the standard on the ELA CAASPP test.	34% of the students Met or Exceeded the standard on the CAASPP.
CAASPP test scores in Math	33% of the students will have Met or Exceeded the standard on the Mathematics CAASPP test.	19% of the students Met or Exceeded the standard on the CAASPP.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PD 1</p> <p>Provide Professional Development and support for ELA/READ 180 teachers.</p>	<p>Implemented strategy as planned</p>	<p>Provide support to ELA teachers for Study Sync and READ 180 LCFF 0</p>	<p>Support provided to ELA teachers LCFF 0</p>
<p>PD 2</p> <p>Provide Professional Development and mental health training for teachers.</p>	<p>Implemented strategy as planned</p>	<p>Mental health care professional development for teachers 5800 Prof and Operating/Consultants Title I 1,500</p>	<p>Professional Development provided for teachers 5800 Prof and Operating/Consultants Title I 1,500</p>
<p>PD 3</p> <p>Professional Development planning and collaboration time for teacher-led presentations and staff developments.</p>	<p>Professional Development led by teachers did not occur.</p>	<p>Provide Professional Development planning and collaboration for teacher-led presentations and developments 1120 Teacher Temp Title I 6,000</p>	<p>Professional Development did not occur 1120 Teacher Temp Title I 0</p>

Analysis

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

Overall, Strategies 1 and 2 were fully implemented. Strategy 3 was not implemented as teachers were not on campus for most of the year to plan and lead staff developments.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Though Strategies 1 and 2 were fully implemented, goals to meet or exceed standards for the CAASPP ELA and Mathematics tests and Lodi Unified Benchmark tests were not met. Scores from the 2020-21 CAASPP testing are not comparable to previous years' scores as this particular test was shortened and altered due to COVID-19. In addition, technical issues accessing the test as well as the fewer number of students that were tested do not provide a complete picture of the school population.

Strategy 3 was not implemented, however, it is needed. In order to make progress on this goal, teachers will need to plan and collaborate more for instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Lodi Middle School, we established our material differences threshold for Goal 5 to be \$6,000.

Strategy 6, teacher led professional development planning and presenting, was not implemented due to Distance Learning. Most teachers taught remotely for the majority of the year and utilized their time for collaboration on lesson planning, common assessments, and curriculum.

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 goal to meet or exceed standards on the CAASPP ELA and Mathematics test will be 35% and 23%. These changes in Goal 5 can be found in the proposed goals section of this document.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 6

1. 35% of our students will have Met or Exceeded standards on the California Science Test (CAST).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASP test scores in CAST	35% of the students will have Met or Exceeded the standard on the CAST.	15% of the students Met or Exceeded the standard on the CAST.

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Science 1</p> <p>Purchase science equipment and materials for classrooms to provide more hands-on learning for labs.</p>	<p>Implemented strategy as planned</p>	<p>Purchase science equipment to provide more hands-on learning 4400 Equipment (\$500-\$9,999) Title I 11,050</p>	<p>Purchased science and technology equipment to provide more hands-on learning in the science and agricultural science classes 4400 Equipment (\$500-\$9,999) Title I 10,481</p>
<p>Science 2</p> <p>Provide STEM equipment for STEM classes.</p>	<p>Implemented strategy as planned</p>	<p>STEM equipment (PLTW robotics kits and drones) 4400 Equipment (\$500-\$9,999) Title I 36,385</p>	<p>Purchased robotic kits and drones 4400 Equipment (\$500-\$9,999) Title I 11,089</p>
<p>Science 3</p> <p>Purchase site licenses for digital science program.</p>	<p>Implemented strategy as planned</p>	<p>Purchase technology licenses for science program, Brain Pop 5875 Technology Licenses Title I 2,200</p>	<p>Purchased technology licenses for Brain Pop. 5875 Technology Licenses Title I 2,195</p>

Analysis

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

Overall, all strategies were implemented to help achieve Goal 6. Science equipment was purchased for more hands-on learning for science labs. Project Lead The Way robotics kits and drones were purchased for engineering and STEM classes. Technology licenses for Brain Pop was purchased to assist with Distance Learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Though all strategies were implemented, the goal to meet or exceed standards on the CAST was not met. This is first year CAST scoring was published, and the 16% which Lodi Middle scored will serve as a baseline for this year. In addition, technical issues accessing the test made it difficult to provide a complete picture of the school population.

Future trainings and professional development of district curriculum and standards should be planned for teachers.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Lodi Middle School, we established our material differences threshold for Goal 6 to be \$25,870.

For Strategy 2, expenditures for STEM equipment were not fully spent as the District paid for robotics kits and equipment for Lodi Middle using ESSER funding. Additional STEM equipment (3D printers, scanners, color printers) were not approved through Purchasing, and therefore proposed expenditures were not completed.

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 goal to meet or exceed standards on the CAST test will change to 17%. This change in Goal 6 can be found in the proposed goals section of this document.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 7

This goal was created in 2019-2020 and achieved. The goal was:

1. Increase the Distance from Standard (DFS) for all students on the ELA and Mathematics CAASPP state tests.
2. Lower the suspension rate.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
CSI 1 Teachers will provide extra academic support in after-school tutorials for ELA and math students who have not met standards on CAASPP testing.	This strategy was not implemented	Teachers provide academic support in after-school tutorials for students who have Not Met Standards on the CAASPP ELA or Math test 1150 Teacher Sub Comprehensive Support and Improvement 1,197	Teachers provided academic support in after-school tutorials and met for weekly collaboration meetings 1120 Teacher Temp Comprehensive Support and Improvement 6,340
		Teachers provide academic support in after school tutorials for students who have Not Met Standards on the CAASPP ELA or Math test 3000 Benefits Comprehensive Support and Improvement 197	Teachers provided academic support in after-school tutorials and met for weekly collaboration meetings 3000 Benefits Comprehensive Support and Improvement 1,319
CSI 2 Provide articulation time for ELA, Social Studies, Math and Science teachers to collaborate and develop lessons which support ELA, Math, and Science goals.	This strategy was not implemented	Cost of substitute teachers for teacher articulation time for ELA, Social Studies, Math, Science, PE and Special Ed teachers to collaborate and map out curriculum 1150 Teacher Sub Comprehensive Support and Improvement 1,197	Strategy not implemented 1150 Teacher Sub Comprehensive Support and Improvement 0
		Cost of substitute teachers for teacher	Strategy not implemented 3000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		articulation time for ELA, Social Studies, Math, Science, PE and Special Ed teachers to collaborate and map out curriculum 3000 Benefits Comprehensive Support and Improvement 197	Benefits Comprehensive Support and Improvement 0
<p>CSI 3</p> <p>Provide time for teachers to observe other classroom teachers on site to develop cross-curricular teaching and management strategies.</p>	<p>This strategy was not implemented</p>	<p>Teacher expense for teachers to observe teachers 1103 Prep Period Teacher 120% Comprehensive Support and Improvement 2,000</p> <p>Substitute teacher expense for teachers to observe teachers 3000 Benefits Comprehensive Support and Improvement 392</p>	<p>Strategy not implemented 1103 Prep Period Teacher 120% Comprehensive Support and Improvement 0</p> <p>Strategy not implemented 3000 Benefits Comprehensive Support and Improvement 0</p>
<p>CSI 4</p> <p>Provide professional development conferences for teachers.</p>	<p>Provided professional development conference</p>	<p>Substitute teacher expense for teachers to attend conferences 1120 Teacher Temp Comprehensive Support and Improvement 2,000</p> <p>Substitute teacher expense for teachers to attend conferences 3000 Benefits Comprehensive Support and Improvement 392</p> <p>Conference fees 5220 Conference Comprehensive Support and Improvement 1,000</p> <p>Transportation fees 5712 Transportation Comprehensive Support and Improvement 200</p>	<p>Strategy not implemented 1120 Teacher Temp Comprehensive Support and Improvement 0</p> <p>Strategy not implemented 3000 Benefits Comprehensive Support and Improvement 0</p> <p>Strategy not implemented 5220 Conference Comprehensive Support and Improvement 800</p> <p>Strategy not implemented 5712 Transportation Comprehensive Support and Improvement 0</p>
<p>CSI 5</p> <p>Provide STEM equipment to build a mobile video class.</p>	<p>Laptop computers were purchased.</p>	<p>Purchase laptop computers, sd cards, sd card reader, flash drives, video cameras, green screen, graphic design software, microphones,</p>	<p>Purchased laptop computers 4475 Technology (\$500-\$9,999) Comprehensive Support and Improvement 18,909</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		external digital recorders, tripods 4475 Technology (\$500-\$9,999) Comprehensive Support and Improvement 42,319	

Analysis

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

Overall, only Strategies 1 and 5 which were the use of teacher tutorials and collaboration time and the purchase of laptop computers and graphic design software to build a mobile video class, were implemented. Strategies 2 and 3 were not utilized due to COVID-19 restrictions. Strategy 4 was partially implemented for one online professional development conference. Though Lodi Middle School is no longer a CSI school, these strategies were helpful in moving us forward to achieve other goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

During the 2019-20 year, Lodi Middle School achieved its goals to improve student achievement on the CAASPP ELA and Mathematics tests and lower its suspension rate. Therefore, Lodi Middle School is no longer a CSI school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to Distance Learning last year, teacher observations and full collaboration days were not utilized. However, weekly teacher collaboration time was greatly needed to prepare new lessons, assignments, and assessments for Distance Learning. The number of hours teachers put in exceeded the proposed plan due to the majority of the year being taught at distance. One online conference was attended, so transportation fees were not needed. Computers for the mobile video class were purchased, but none of the other STEM equipment was approved for purchase.

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 School is no longer a CSI school, and therefore, this goal will no longer be a part of our SPSA.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

1. For the 2021-22 school year, the percentage of students who meet or exceed standards according to the CAASPP English Language Arts (ELA) assessment will increase from 34% in 2020-21 to 35%.
2. For the 2021-22 school year, the percentage of students who meet or exceed standards according to the Lodi Unified ELA Benchmark will be 9%.
3. For the 2021-22 school year, students enrolled in READ 180 will increase their Lexile score by 100 points by the end of the year (Reading Inventory).
4. AVID program will meet certification requirements.
5. 85% of all students enrolled in English Language Arts classes will pass with a grade of D or better. This is a new goal for this year.

LCAP Goal

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

Basis for this Goal

Due to COVID-19, CAASPP testing scores and the test itself are not comparable to past years' scores and test. The same is also true of Benchmark scores. Goals are based on data from 2018-19.

In 2018-19, 40% of the students Met or Exceeded standard on the CAASPP English Language Arts assessment. Due to COVID-19 and the cancellation of statewide testing in 2019-20, test scores from that year are not available. The CAASPP ELA test scores from 2020-21 show 34% of the students Met or Exceeded the standard. However, these scores are not comparable to previous years' scores as this particular test was shortened and altered due to COVID-19 circumstances. In addition, technical issues accessing the test as well as the number of students that were tested do not provide a complete picture of the school population.

Due to COVID-19, complete Benchmark scores for the entire 2020-21 year are not available. Initial first quarter district-wide 2021-22 Benchmark scores for 7th and 8th grade students indicate a passage rate of 9.5%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP test scores in ELA	34% of the students Met or Exceeded the standard on the ELA CAASPP in 2020-21,	35% of the students will have Met or Exceeded the standard on the ELA CAASPP assessment.
Lodi Unified ELA Benchmark	Initial first quarter district-wide 2021-22 Benchmark scores for 7th and 8th grade students indicate a passage rate of 9.5%.	9% of the students will have Met or Exceeded the standard on the Lodi Unified ELA Benchmark.

Metric/Indicator	Baseline	Expected Outcome
Reading Inventory	Less than 50% of the students increased their Lexile by 100 points by the end of 2019.	Students enrolled in READ 180 will increase their Lexile score by 100 points by the end of the year.
AVID Certification	AVID certification in 2019-20.	AVID Certification in 2021-22.
Grade Data	This is a new goal.	85% of the students enrolled in English Language Arts will have a passing grade of a D or better.

Planned Strategies/Activities

Strategy/Activity 1

ELA 1

All students will receive instruction to a standards-based curriculum approved by the state.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2021 to June 2022

Person(s) Responsible

District, District Coaches, Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District approved core curriculum

Strategy/Activity 2

ELA 2

English Language Arts (ELA) teachers will have 1 hour of weekly collaboration time. Activities will include mapping out quarter curriculum, identifying Common Core Standard focus areas, developing and revising common assessments, and examining data and common teaching practices. Teachers will be paid at the adjunct rate to work beyond contract time.

ELA teachers will also be provided with release time and/or paid at the adjunct rate to observe or meet with teachers for a day or during prep time. Teachers will also be provided time to meet with teachers from Lodi Middle feeder middle schools and the main high school our students will attend in an effort to ensure that students are properly prepared and provided the appropriate level of support.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021 to June 2022

Person(s) Responsible

Administration, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	8,500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time card for weekly collaboration and teacher observations of other teachers
Amount	1,743
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for weekly collaboration
Amount	500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time card for prep period observations or meetings
Amount	105
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for prep period observations or meetings
Amount	2,700
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitute teachers for teacher release time for full day observations or collaboration meetings
Amount	562
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for substitute teachers for teacher release time

Strategy/Activity 3

ELA 3

District coaches provide support to ELA teachers and READ 180 teachers.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 to June 2022

Person(s) Responsible

District Coaches Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Provide support to ELA teachers for StudySync and READ 180

Strategy/Activity 4

ELA 4

Provide after school tutoring for all students.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	After school tutoring

Strategy/Activity 5

ELA 5

Purchase site technology licenses (for No Red Ink, Quizziz, and Scholastic) to supplement curriculum in language arts classes.

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	23,000
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Supplemental evidence based technology language arts curriculum (No Red Ink, Quizziz, Scholastic)

Strategy/Activity 6

ELA 6

Provide support materials for all students in AVID and ELA classes (binders, dividers, folders, notebooks, composition books, pencil pouches, glue sticks, and colored pencils).

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,148
Source	Title I
Budget Reference	4300 Materials
Description	Classroom materials

Strategy/Activity 7

ELA 7

Teachers and librarian will order new class sets of novels and books for students below, at, and above grade levels for all learners.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers, Librarian

Proposed Expenditures for this Strategy/Activity

Amount	9,000
Source	Title I
Budget Reference	4200 Books
Description	Order class sets of novels and library books for all students to use for independent reading and class assignments

Strategy/Activity 8

ELA 8

Provide headsets for all students to access ELA curriculum and CAASPP and Benchmark testing.

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	22,000
Source	Title I
Budget Reference	4400 Equipment (\$500-\$9,999)
Description	Headsets for all students

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

1. For the 2021-22 school year, the percentage of students who meet or exceed standards according to the CAASPP Mathematics assessment will increase from 19% in 2020-21 to 23%. In 2018-19, 31% of the students Met or Exceeded standard on the CAASPP Mathematics assessment. Due to COVID-19 and the cancellation of statewide testing in 2019-20, test scores from that year are not available. The CAASPP Mathematics test scores from 2020-21 show 19% of the students Met or Exceeded the standard. However, these scores are not comparable to previous years' scores as this particular test was shortened and altered due to COVID-19 circumstances. In addition, technical issues accessing the test as well as the number of students that were tested do not provide a complete picture of the school population.
2. For the 2021-22 school year, the percentage of students who meet or exceed standards according to the Lodi Unified Mathematics Benchmark will be 6%.
3. 85% of all students enrolled in Mathematics classes will pass with a grade of D or better. This is a new goal for this year.

LCAP Goal

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

Basis for this Goal

Lodi Middle raised the math proficiency level of all students from State Reporting of CAASPP in 2018-19 to 31% from 27% in 2017-18. Benchmark testing results were raised with 54% in 2018-19. Due to COVID-19, Benchmark scores are not available from the 2020-21 year. 61% proficiency rate in 2018-19 compared to 53% in 2017-18. However, due to COVID 19 restrictions, CAASPP testing was not performed in the 2019-20 year, and the alternative testing format for the 2020-21 CAASPP test was employed. Therefore, mathematic goals have been adjusted to reflect these factors. For the modified 2020-21 CAASPP Mathematics assessment the percentage of students who Met or Exceeded standard was 19%.

Initial first quarter district-wide 2021-22 Benchmark scores for 7th and 8th grade students indicate a passage rate of 6.4%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP test scores in Mathematics	31% of the students Met or Exceeded the standard on the CAASPP test from 2018-19, and 19% Met or Exceeded the standard on the modified CAASPP test in 2020-21.	25% of the students will have Met or Exceeded standards on the CAASPP math test.
Lodi Unified Math Benchmark	Initial first quarter district-wide 2021-22 Benchmark scores for 7th and 8th grade students indicate a passage rate of 6.4%.	6% of the students will have Met or Exceeded the standard on the Lodi Unified Math Benchmark.
Grade Data	This is a new goal for the year.	85% passing rate of a D or better in Mathematics classes.

Planned Strategies/Activities

Strategy/Activity 1

Math 1

All students will receive instruction to a standards-based curriculum approved by the state.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2021 to June 2022

Person(s) Responsible

District, District Coaches, Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District approved core curriculum

Strategy/Activity 2

Math 2

Math teachers will have 1 hour of weekly collaboration time. Activities will include mapping out quarter curriculum, identifying Common Core Standard focus areas, developing and revising common assessments, and examining data and common teaching practices. Teachers will be paid at the adjunct rate to work beyond contract time.

Math teachers will also be provided with release time and/or paid at the adjunct rate to observe or meet with teachers for a day or during prep time. Teachers will also be provided time to meet with teachers from Lodi Middle feeder middle schools and the main high school our students will attend in an effort to ensure that students are properly prepared and provided the appropriate level of support.

Students to be Served by this Strategy/Activity

All students

Timeline

October 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

10,000

Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time card for weekly collaboration
Amount	2080
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for weekly collaboration
Amount	500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time card for prep period observations or meetings
Amount	105
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for prep period observations or meetings
Amount	2,700
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitute teachers for teacher release time for full day observations or collaboration meetings
Amount	562
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for substitute teachers for teacher release time

Strategy/Activity 3

Math 3
 District Coaches provide support to all mathematics teachers.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2021 to June 2022

Person(s) Responsible

District Coaches, Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Support the delivery of Common Core Math

Strategy/Activity 4

Math 4

Provide after school tutoring for all students.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

After school tutoring

Strategy/Activity 5

Math 5

Purchase IXL and Blooket site licenses for students to supplement math curriculum and individual math skills. The diagnostic tool on IXL gives teachers additional data to help drive instructional planning.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	17,000
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Purchase evidence based IXL and BlooKet site licenses to supplement curriculum

Strategy/Activity 6

Math 6
 Provide classroom materials and supplies to students and teachers.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	4300 Materials
Description	Materials and Supplies (Paper, graph paper, composition books, notebooks, scissors)

Strategy/Activity 7

Math 7
 Provide special math tutorial session during third quarter for additional review for CAASPP testing.

Students to be Served by this Strategy/Activity

All Students

Timeline

January 2022 to May 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,600
Source	Title I

Budget Reference	1120 Teacher Temp
Description	Time card for tutorial sessions
Amount	333
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for tutorial sessions

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

1. English Learners will maintain the percent of students meeting or exceeding standards on the English Language Arts (ELA) and Mathematics CAASPP test at 3% for ELA and 4% in Mathematics.
2. English Learners enrolled in READ 180 will increase their Lexile by 50 points by the end of the year.
3. For the 2021-22 school year, Lodi Middle School will increase the number of reclassified English Learner students from 10 in 2020-21 to 15 students in 2021-22.

LCAP Goal

All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

Due to COVID-19 and no measurable CAASPP data from 2019-20, baseline data is based on 2018-19 CAASPP test scores at 3% Met or Exceeded standards in ELA and 4% in Mathematics. Based on the reclassification data from 2020-21 school year, and the ELPAC Data from 2019-20, the target number of students to be reclassified will be increased from 10 students to 15 students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of English Learners who meet or exceed standards on the CAASPP tests in ELA and Math.	Due to COVID-19 and no measurable CAASPP data from 2019-20, baseline data is based on 2018-19 CAASPP test scores at 3% Met or Exceeded standards in ELA and 4% in Mathematics.	Maintain the percentage of English Learner students who Met or Exceed standards in ELA on the CAASPP test at 3% and 4% in Mathematics.
Reading Inventory/Lexile	In order to be reclassified, students need to achieve a Lexile of 869 for 7th graders and 899 for 8th graders.	English Learner Students will increase their Lexile by 50 points by the end of the year.
Reclassification list	10 English Learner students were reclassified in 2020-21.	Increase the number of reclassified English Learner students from 10 to 15.

Planned Strategies/Activities

Strategy/Activity 1

EL 1

All English Learner Students will receive instruction to a standards-based curriculum approved by the state.

Students to be Served by this Strategy/Activity

English Learner Students

Timeline

August 2021 to June 2022

Person(s) Responsible

District Coaches, Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District approved core curriculum

Strategy/Activity 2

EL 2

Provide academic classroom support using district adopted curriculum designated for English Learners. Provide Bilingual Paraeducators to support classroom instruction.

Students to be Served by this Strategy/Activity

English Learner Students

Timeline

August 2021 to June 2022

Person(s) Responsible

Site Administration, Teacher, Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District approved curriculum for EL students in Study Sync and READ 180. Classroom support for English Learners with Bilingual Paraeducators

Strategy/Activity 3

EL 3

Provide additional English acquisition support and practice for students new to our country utilizing the software curriculum, Rosetta Stone.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021 to June 2022

Person(s) Responsible

Site Administration, Teacher, Bilingual Paraeducator

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Rosetta Stone program

Strategy/Activity 4

EL 4

Provide after school academic support for students and parents needing bilingual assistance for after school translations at meetings, parent conference nights, and events.

Students to be Served by this Strategy/Activity

English Learner Students

Timeline

September 2021 to June 2022

Person(s) Responsible

Site Administration, Bilingual Paraeducator

Proposed Expenditures for this Strategy/Activity

Amount

1,000

Source

Title I

Budget Reference

2420 Clerical Temp

Description

Bilingual clerical assistance for all after school translations at meetings, parent conference nights, and events.

Amount

350

Source

Title I

Budget Reference

3000 Benefits

Description

Benefits for time carded activities

Strategy/Activity 5

EL 5

Transitional English classes will be implemented for all students needing additional support in language arts.

Students to be Served by this Strategy/Activity

English Learner Students

Timeline

August 2021 to June 2022

Person(s) Responsible

Site Administration, Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Transitional English Class

Strategy/Activity 6

EL 6

English Language Arts (ELA)/EL teachers will have 1 hour of weekly collaboration time. Activities will include mapping out quarter curriculum, identifying Common Core Standard focus areas, developing and revising common assessments, and examining data and common teaching practices. Teachers will be paid at the adjunct rate to work beyond contract time.

ELA/EL teachers will also be provided with release time and/or paid at the adjunct rate to observe or meet with teachers for a day or during prep time. Teachers will also be provided time to meet with teachers from Lodi Middle feeder middle schools and the main high school our students will attend in an effort to ensure that students are properly prepared and provided the appropriate level of support.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	See Goal 1, Activity 2
Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp

Description	See Goal 1, Activity 2
Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	See Goal 1, Activity 2

Strategy/Activity 7

EL 7

Purchase five laptops for bilingual paraeducators to administer CAASPP and ELPAC testing and to video conference with parents and families for IEP meetings, SST meetings, academic testing, school-wide presentations, and communication videos.

Students to be Served by this Strategy/Activity

All Students, but specifically for English Learner Students and Special Education Students

Timeline

October 2021 to June 2022

Person(s) Responsible

Site Administration, Bilingual Paraeducators, Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I
Budget Reference	4475 Technology (\$500-\$9,999)
Description	Laptop computers for academic testing and communication by bilingual paraeducators, community liaison, and administration

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

Parent involvement will increase at ELAC and SSC meetings from 3 to 5 parents, Parent Conference Night to 100 parents, Jump Into English classes to 10 parents, and parent meetings to 50 parents to increase student achievement and reduce the percentage of students performing below the District 1.5 Grade Point Average promotion requirement.

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LCAP Goal B)

Basis for this Goal

Attendance at ELAC and School Site Council (SSC) meetings, Parent Conference Night, Jump Into English classes, Back to School Night, and participation in District parent surveys.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The number of parents attending ELAC and SSC meetings	The average number of parents attending meetings 3 to 5 parents in 2020-21	Increase the number of parents attending meetings 3 to 8
The number of parents attending Parent Conference Night	This is a new goal for 2021-22	100 parents attend Parent Conference Night
The number of parents participating in Jump Into English classes	This is a new goal for 2021-22	10 parents attend Jump Into English classes
The number of parents attending non-promotion GPA meetings	This is a new for 2021-22	50 parents attend meetings

Planned Strategies/Activities

Strategy/Activity 1

PI 1

Provide School Planners for all students to communicate daily school work and school events to parents/guardians. Through the use of bilingual school-wide planners, newsletters, and flyers, parents will be informed regarding classwork, school-wide expectations and events, and district policies. The planners communicate our most frequently asked questions.

Students to be Served by this Strategy/Activity

All students

Timeline

October 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,446
Source	Title I: Parent Involvement
Budget Reference	4300 Materials
Description	Purchase of school planners
Amount	730
Source	Title I
Budget Reference	4300 Materials
Description	Purchase of school planners

Strategy/Activity 2

PI 2

Provide Bilingual Paraeducator to assist in Jump Into English classes for parents.

Students to be Served by this Strategy/Activity

English Learner Parents/Students

Timeline

January 2022 to June 2022

Person(s) Responsible

Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	1,607
Source	Title I
Budget Reference	2120 Para Temp
Description	Bilingual Paraeducator assisting instructor teaching Jump Into English classes
Amount	530
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for the Bilingual Paraeducator instructional assistant

Strategy/Activity 3

PI 3

Provide Jump Into English classes for parents.

Students to be Served by this Strategy/Activity

English Learner Parents/Students

Timeline

January 2022 to June 2022

Person(s) Responsible

Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	488
Source	Title I
Budget Reference	4300 Materials
Description	Materials for Jump Into English classes
Amount	3,500
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Instructor for Jump Into English classes

Strategy/Activity 4

PI 4

Provide mental health care counseling for at-risk and mentally disabled students.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 to June 2022

Person(s) Responsible

Site Administration, Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants

Description	Teen 180 Center counseling program and services
Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	Mental health care counseling with Point Quest

Strategy/Activity 5

PI 5
 Provide written newsletters, notifications, and information to parents regarding student progress and school-wide events.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 to June 2022

Person(s) Responsible

Site Administration, Staff

Proposed Expenditures for this Strategy/Activity

Amount	750
Source	Title I
Budget Reference	4328 Warehouse Supplies
Description	Paper and envelopes for newsletters and notifications
Amount	3,000
Source	Title I
Budget Reference	5711 Postage
Description	Postage costs to send out communication
Amount	1,000
Source	Title I
Budget Reference	5715 Print Shop
Description	Supplemental informational materials for parents

Strategy/Activity 6

PI 6

Parent conferences, with the expectation that the increased parental involvement will reduce the percentage of students performing below the 1.5 GPA promotion requirement.

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2021 to June 2022

Person(s) Responsible

Site Administration, Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Parent conferences and counselor check-in meetings to inform and update students and parents of requirements for promotion and academic success

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

Lodi Middle Teachers, Counselors, and Administrators will participate in professional development activities to improve instruction, student engagement, and rigor. These activities will include Professional Learning Communities (PLC), Leadership, Special Education and other professional development provided by the district and the County Office of Education. All teachers will be provided with release time or paid at the adjunct rate to work beyond their contract time for the purpose of creating and refining curriculum, assessments, and common practices, as well as analyzing data to map out instruction and reaching proficiency on Common Core Standards.

LCAP Goal

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 standard. (Compensatory Education: 18)

Basis for this Goal

Assessment data from the 2020-21 CAASPP, percentage of 8th grade students not meeting promotion requirements. Professional outcomes will improve student outcomes.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP test scores in English Language Arts and Mathematics	40% of the students Met or Exceeded standards on the CAASPP ELA test, and 31% of the students Met or Exceeded standards on the CAASPP Mathematics test.	35% of the students will have Met or Exceeded the standard on the ELA CAASPP test, and 25% of the students will have Met or Exceeded the standard on the Mathematics CAASPP test.
Percentage of students performing below the 1.5 GPA	14.3% of the students did not meet the 1.5 GPA promotion requirement in 2020-21.	Reduce the number of students performing below the 1.5 GPA from 14.3% to 12%.

Planned Strategies/Activities

Strategy/Activity 1

PD 1

Provide Professional Development and support for ELA and Mathematics teachers.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2021 to June 2022

Person(s) Responsible

Site Administration, District Coaches, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Provide support to ELA and Math teachers

Strategy/Activity 2

PD 2

Provide Professional Development academic and curriculum trainings and meetings for Teachers, Counselors and Administration.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2021 to June 2022

Person(s) Responsible

Site Administration, Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Professional development meetings and trainings

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Science

Goal Statement

1. For the 2021-22 school year, the percentage of students who meet or exceed standards according to the CAST assessment will remain increase to 17%.

LCAP Goal

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

Basis for this Goal

CAST scores from the 2020-21 test.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAST test scores	15% of the students Met or Exceeded the standard on the CAST in 2020-21.	17% of the students will Meet or Exceed the standard on the CAST.

Planned Strategies/Activities

Strategy/Activity 1

Science 1

All students will receive instruction to a standards-based curriculum approved by the state.

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2021 to June 2022

Person(s) Responsible

District, District Coaches, Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source	LCFF
Description	District approved core curriculum

Strategy/Activity 2

Science 2

Science teachers will have 1 hour of weekly collaboration time. Activities will include mapping out quarter curriculum, identifying Common Core Standard focus areas, developing and revising common assessments, and examining data and common teaching practices. Teachers will be paid at the adjunct rate to work beyond contract time.

Science teachers will also be provided with release time and/or paid at the adjunct rate to observe or meet with teachers for a day or during prep time. Teachers will also be provided time to meet with teachers from Lodi Middle feeder middle schools and the main high school our students will attend in an effort to ensure that students are properly prepared and provided the appropriate level of support.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time card for weekly collaboration
Amount	1,768
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for weekly collaboration
Amount	500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time card for prep period observations or meetings
Amount	105
Source	Title I

Budget Reference	3000 Benefits
Description	Benefits for prep period observations or meetings
Amount	2,700
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitute teachers for teacher release time for full day observations or collaboration meetings
Amount	562
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for substitute teachers for teacher release time

Strategy/Activity 3

Science 3

District coaches provide support to science and STEM teachers in developing curriculum and using the Amplify curriculum.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Provide support to Science and STEM teachers

Strategy/Activity 4

Science 4

Provide after school tutoring for all students.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 to June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

After school tutoring

Strategy/Activity 5

Science 5

Purchase site licenses for the digital science program, Brain Pop, to supplement the science curriculum.

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2021-June 2022

Person(s) Responsible

Site Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

2,200

Source

Title I

Budget Reference

5875 Technology Licenses

Description

Purchase site licenses for evidence based digital science curriculum (Brain Pop)

Strategy/Activity 6

Science 6

Purchase classroom equipment and materials (triple beam balances, trays, buckets) to provide more hands-on learning for students; purchase supplemental STEM curriculum (Breakout EDU) and LEGO robotic sets for Career Tech and SDC classes; purchase ten keyboards and ten covers for Surface Pro computers purchased last year for STEM class.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 to June 2022

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Title I
Budget Reference	4400 Equipment (\$500-\$9,999)
Description	Triple beam balances, science trays, buckets, LEGO robotics kits
Amount	2,200
Source	Title I
Budget Reference	4300 Materials
Description	Breakout EDU subscription
Amount	1,200
Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	Computer keyboards and Surface Pro covers for STEM video class

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	163,274.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	159,828	0.00
Title I: Parent Involvement	3,446	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	159,828.00
Title I: Parent Involvement	3,446.00

Preliminary Plan

Final Plan

 10/19/2021 04:30 pm

Principal *Date*

Principal *Date*

 10/19/2021 04:30 pm

SSC Chairperson *Date*

SSC Chairperson *Date*

 11/02/2021 01:45 pm

Program Manager *Date*

Program Manager *Date*

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
	LCFF	0.00
	LCFF	0.00
5800 Prof and Operating/Consultants	LCFF	0.00
1120 Teacher Temp	Title I	30,100.00
1150 Teacher Sub	Title I	8,100.00
2120 Para Temp	Title I	1,607.00
2420 Clerical Temp	Title I	1,000.00
3000 Benefits	Title I	8,805.00
4200 Books	Title I	9,000.00
4300 Materials	Title I	7,566.00
4328 Warehouse Supplies	Title I	750.00
4375 Technology (under \$500)	Title I	1,200.00
4400 Equipment (\$500-\$9,999)	Title I	37,000.00
4475 Technology (\$500-\$9,999)	Title I	5,000.00
5711 Postage	Title I	3,000.00
5715 Print Shop	Title I	1,000.00
5800 Prof and Operating/Consultants	Title I	3,500.00
5875 Technology Licenses	Title I	42,200.00
4300 Materials	Title I: Parent Involvement	3,446.00

FORM D: 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
- 10 Total

Name of Members	Role
Cassandra Iwamiya	Principal
Diana Green	Classroom Teacher
Kyle Hardwick	Classroom Teacher
Margaret Schofield	Classroom Teacher
Angela Trevino	Other School Staff
Roza Fray	Parent or Community Member
Valerie Grant	Parent or Community Member
Rudy Gutierrez	Parent or Community Member
Elisabeth Hensel	Parent or Community Member
Elizabeth Versti	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.


FORM E: 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 10/19/2021 04:30 pm.

Attested:

Preliminary Plan		Final Plan	
	10/19/2021 04:30 pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	10/19/2021 04:30 pm		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	11/04/2021 02:30 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>