

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lodi Middle School	39685856042220	April 22, 2025	

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

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

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

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

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

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

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Plan Description

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

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

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

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

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

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

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

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

Strategies to Address Goal #2 for ESSA Compliance:

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

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

Goal #3: Safe and Connected School Environment

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

Strategies to Address Goal #3 for ESSA Compliance:

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection

The process began with a self-reflection phase in January 2025, during which 44 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

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

Based on a review of the 2024 California School Dashboard data, several areas have been identified as needing significant improvement:

* English Language Arts is performing in the Orange level, indicating low academic achievement in this core subject. This demonstrates a need for targeted instructional strategies, interventions, and professional development to support reading and writing proficiency across grade levels.

* Chronic Absenteeism, Suspension Rate, English Learner Progress, and Mathematics are each performing at the Yellow level. Although not in the lowest band, these areas still require attention:

> Chronic Absenteeism suggests the need for improved attendance supports and family engagement strategies to ensure students are consistently present.

> Suspension Rate highlights a continued need for restorative practices and positive behavioral interventions to reduce disciplinary exclusions.

> English Learner Progress calls for a focus on accelerating language acquisition and increasing reclassification rates through designated and integrated ELD strategies.

Mathematics performance, while better than English Language Arts, still reflects a need to strengthen core instruction and differentiate support for struggling learners.

Next Steps: The school will enhance its Multi-Tiered System of Supports (MTSS), including tiered academic and behavioral interventions, and increase teacher capacity through ongoing professional development. Data will continue to guide goal-setting and strategy implementation to close performance gaps and ensure equity across all student groups.

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.

Mathematics: All Students – Yellow | Students with Disabilities – Red
Mathematics: All Students – Yellow | LTEL – Red

These disparities highlight the need for targeted supports for these student groups, including differentiated instruction, stronger Tier 2/3 interventions, and increased family engagement efforts tailored to the needs of these student groups.

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.

Academic Growth and Achievement

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

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

7th-8th Grade CAASPP English Language Arts

7-8th Grade Math i-Ready Universal Screener

7th-8th Grade CAASPP Mathematics

8th Grade California Science Test (CAST)

California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, ath and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2024 California Dashboard and local assessment data, English Language Arts, Mathematics, and Science have been identified as areas requiring significant improvement for all students, with notable performance gaps among English Learners and other underserved student groups.

* In ELA, the school is performing in the Orange performance level, with students scoring an average of 41.1 points below standard. Only 33.75% of students met or exceeded standards on the CAASPP, and just 29% performed at or above grade level on the i-Ready mid-year screener. English Learners performed significantly lower across all measures.

* In Math, the school scored in the Yellow range, with an average of 78.9 points below standard. Just 22.93% of students met or exceeded CAASPP standards, and 25% reached grade level on i-Ready. Again, English Learners showed substantial gaps.

* In Science, only 22.54% of 8th graders met or exceeded CAST standards, and no English Learners met expectations. Both the All Students group and English Learners were below standard on the Dashboard, although no performance color was assigned.

WestEd Priority Needs:

Priority Needs: The following high-leverage needs surfaced as key areas for intervention and attention.

Need #1: Engage in collaboration and use of data to monitor short- and long-term goals.

Related Four Domains Practice: 1.2

Overview of Findings:

Monitoring short- and long-term goals is an area for growth, as indicated by the Four Domains CALL data and the evidence gathered through the school visit. Lodi Middle School has an opportunity to strengthen this practice by engaging in regular discussions during collaborative meetings focused on the School Plan for Student Achievement (SPSA). These meetings can provide a platform for reviewing goals, setting milestones, and tracking progress. Focus groups highlighted the need for more access to assessment data to inform decision-making when developing student goals. Additionally, the leadership self-assessment identified this practice as one that “requires improvement.” By consistently reviewing student data and monitoring progress toward the school’s goals, teachers and staff can make necessary adjustments to lesson plans to continue with effective instructional strategies. Improvement in monitoring short- and long-term goals ensures that the expected outcomes stay on track.

Need #2: Develop targeted professional learning opportunities to build teacher capacity.

Related Four Domains Practice: 2.2

Overview of Findings:

The data highlight the need for growth in targeted professional learning opportunities at Lodi Middle School. To support rapid school improvement, it is important to offer high-quality, individualized, and responsive professional learning experiences to build teacher capacity. By ensuring these opportunities are differentiated, purposeful, and targeted, educators can refine their instructional practices to better support student learning. Regular job-embedded learning, including coaching, mentoring, and peer observations, provides valuable opportunities for professional growth. Additionally, leveraging high-performing teachers, coaches, and leaders as models could enhance the effectiveness of professional learning. Engaging in formative feedback practices, such as walkthroughs, could be used to inform decisions for aligning the professional development offered with the specific needs of teachers.

Next Steps:

To address these schoolwide challenges and subgroup disparities, the school will:

- * Implement targeted academic interventions across ELA, Math, and Science.
- * Strengthen instructional practices through professional development.
- * Integrate designated and integrated ELD support.
- * Use data cycles to monitor student progress and adjust instruction.
- * Promote access to hands-on, standards-aligned, and language-accessible learning experiences for all students.

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

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
California Dashboard: ELA	<p>All Students were orange on the 2024 California Dashboard. This was 41.1 points below standard.</p> <p>English Learners were orange on the 2024 California Dashboard. This was 83.8 points below standard.</p>	<p>All Students will perform in the yellow band at 38.1 points below standard on the 2025 California Dashboard.</p> <p>English Learner Students will perform in the yellow band at 70 points below standard on the 2025 California Dashboard.</p>
CAASPP English Language Arts	<p>During the 2023-2024 school year, 33.75% of 7th-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 3.05% of 7th-8th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2024-2025 school year, 39% of 7th-8th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2024-2025 school year, 8% of 7th-8th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p>
i-Ready MOY ELA Assessment	<p>During the 2024-2025 school year, 29% of 7th-8th grade students performed at or above on the Middle of the Year (MOY) i-Ready Universal Screener in ELA.</p> <p>During the 2024-2025 school year, 1% of 7th-8th grade English Learner students performed at or above on the Middle of the Year (MOY) i-Ready Universal Screener in ELA.</p>	<p>During the 2025-2026 school year, 34% of 7th-8th grade students will perform at or above on the Middle of the Year (MOY) i-Ready Universal Screener in ELA.</p> <p>During the 2025-2026 school year, 6% of 7th-8th grade English Learner students will perform at or above on the Middle of the Year (MOY) i-Ready Universal Screener in ELA.</p>
CAASPP Mathematics	<p>During the 2023-2024 school year, 22.93% of 7th-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 3.05% of 7th-8th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 28% of 7th-8th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 8% of 7th-8th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>
i-Ready MOY Mathematics Assessment	<p>During the 2024-2025 school year, 25% of 7th-8th grade students performed at or above on the Middle of the Year (MOY) i-Ready Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 3% of 7th-8th grade English Learner students performed at or above on the Middle of the Year (MOY) i-Ready Universal Screener in Mathematics.</p>	<p>During the 2025-2026 school year, 30% of 7th-8th grade students will perform at or above on the Middle of the Year (MOY) i-Ready Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 8% of 7th-8th grade English Learner students will perform at or above on the Middle of the Year (MOY) i-Ready Universal Screener in Mathematics.</p>

California Dashboard: Mathematics	All Students were Yellow on the 2024 California Dashboard for Mathematics. This was 78.9 points below standard. English Learners were Orange on the 2024 California Dashboard for Mathematics. This was 124.5 points below standard.	All Students will maintain in the yellow band at 75.9 points above/below standard on the 2025 California Dashboard for Mathematics. English Learners will perform in the yellow band at 95 points above/below standard on the 2025 California Dashboard for Mathematics.
8th Grade California Science Test CAST	During the 2023-2024 school year, 22.54% of 8th grade students met or exceeded standards on CAST Assessment in Science. During the 2023-2024 school year, 0% of 8th grade English Learner students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 28% of 8th grade students will meet/exceed standards on the CAST Assessment in Science. During the 2024-2025 school year, 5% of 8th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.
California Dashboard: Science	All Students: No Performance Color in 2024 This was 17.7 points below standard. English Learners: No Performance Color in 2024. This was 28.2 points below standard.	All Students will perform in the yellow band at 12 points below standard on the 2025 California Dashboard for Science. English Learners will perform in the orange band at 23 points below standard on the 2025 California Dashboard for Science.
California Dashboard: English Learner Progress Indicator	56.3 % (Yellow) made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	56.3% or more will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard to obtain Green status.

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>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. 	All students	<p>\$16,000</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>Certificated Subs for MTSS Data Conferences</p> <p>\$3,997</p> <p>Title I</p> <p>3000 Benefits</p> <p>Substitute benefits</p>

	* Evaluate intervention effectiveness and instructional strategies for continuous improvement.		
1.2	<p>Professional Development: Strengthening Instructional Practices through Visible Learning and PLCs</p> <p>Implement ongoing professional development focused on Visible Learning to strengthen classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness. Professional development will also incorporate the PLC model to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry.</p>	All students	<p>\$20,000 Title I 1150 Teacher Sub Substitute teachers for Professional Development and Peer Obs. \$4,996 Title I 3000 Benefits Substitute benefits \$33,000 Title I 5800 Prof and Operating/Consultants Corwin Consultant for PLCs</p>
1.3	<p>Peer Collaboration on PLCs and Visible Learning</p> <p>Provide time cards to support structured peer collaboration focused on the PLC process and implementation of Visible Learning strategies. Teachers will use this time to analyze student work, co-develop lessons with clear learning intentions and success criteria, and design formative assessments aligned to essential standards. Collaboration will be guided by data cycles and promote shared ownership of student learning, instructional clarity, and continuous improvement across grade levels and content areas.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>	All students	<p>\$5,000 Title I 1120 Teacher Temp Collaboration Timecards for Teachers \$1,250 Title I 3000 Benefits Benefits for Time cards of Teachers</p>
1.4	<p>Supplemental Resources to Support Implementation of AVID and Visible Learning</p> <p>Purchase supplemental instructional resources and materials that support the implementation of AVID strategies and Visible Learning practices across classrooms. These may include organizational tools, student planners, focused note-taking materials, AVID curriculum supports, Visible Learning reference guides, and anchor charts that promote clarity of learning. Resources will be used to reinforce college and career readiness skills, increase student engagement, and support instructional practices aligned with clear learning intentions, success criteria, and formative assessment.</p>	All students	<p>\$10,000 Title I 4300 Materials AVID and VL Classroom Supplies \$1,000 Title I 5715 Print Shop AVID and VL Classroom Resources \$1,000 Title I 4328 Warehouse Supplies Supplemental Copy Paper</p>

1.5	<p>School Study Trips to Support College and Career Readiness</p> <p>Provide study trips for middle school students to visit local colleges, universities, and career pathway programs to build early awareness and interest in post-secondary opportunities. These experiences will expose students to a variety of educational and career options, help them understand the connection between school and future goals, and support the development of long-term college and career readiness. Pre- and post-trip activities will be integrated into advisory or classroom settings to reinforce learning and reflection.</p>	All students	<p>\$15,000 Title I 5872 Field Trips Entrance Fee and Charter Bus Transportation \$500 Title I 5712 Transportation School Bus</p>
1.6	<p>Supplemental Technology Licenses to Support Core Instruction</p> <p>Purchase supplemental technology licenses that enhance and reinforce the core curriculum in English Language Arts, Math, and Science. These programs will provide adaptive practice, skill-building activities, and formative assessment tools aligned with grade-level standards. Technology-based platforms will be used to differentiate instruction, support intervention and enrichment, and allow for student progress monitoring to inform instructional decisions.</p> <p>NoRdelnk Corp 11,500</p>	All students	<p>\$15,000 Title I 5875 Technology Licenses Tech Licenses to Support Core/STEM</p>
1.7	<p>Instructional Support</p> <p>District ELD Coaches will provide support to classrooms teachers of EL Students.</p>	English Learner	<p>\$0 Title III 1900 Other Cert Salaries District ELD Coach</p>
1.8	<p>ELD instruction</p> <p>Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.</p>	English Learner	<p>\$0 LCFF 1100 Teacher Certificated ELD Classroom Teacher</p>
1.9	<p>Bilingual Para-educators</p> <p>Certificated Staff, Para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis.</p>	English Learner	<p>\$0 LCFF 1900 Other Cert Salaries Bilingual paraeducator support in the classroom</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Metric/Indicator	Expected Outcomes	Actual Outcomes
7th-8th Grade CAASPP ELA Assessment	During the 2023-2024 school year, 40% of 7th-8th grade students will meet or exceed standards on the CAASPP Assessment in ELA.	During the 2023-2024 school year, 33.75% of 7th-8th grade students met or exceeded standards on the CAASPP Assessment in ELA.
California Dashboard: ELA Identified Targeted Subgroups: English Learners Students with Disabilities	During the 2024-2025 school year, Lodi Middle will score 36 points below standard in the Yellow band. English Learners will score 110 points below standard in the Orange band, and Students with Disabilities will score 14 points below standard in the Orange band.	During the 2023-2024 school year, Lodi Middle scored 41.1 points below standard in the Orange band. English Learners scored 83.8 points below standard in the Orange band, and Students with Disabilities scored 144.9 points below standard in the Red band.
7th-8th iReady MOY ELA Assessment	During the 2024-2025 school year, 35% of 7th-8th grade students will perform at or above on the Middle of the Year (MOY) i-Ready Universal Screener in ELA. Grade 7- 36% Grade 8- 35%	During the 2024-2025 school year, 27% of 7th-8th grade students performed at or above on the Middle of the Year (MOY) i-Ready Universal Screener in ELA. Grade 7- 28% Grade 8- 27%
7th-8th Grade CAASPP Math Assessment	During the 2023-2024 school year, 25% of 7th-8th grade students will meet or exceed the standards on CAASPP Assessments in Math. Grade 7- 27% Grade 8- 23%	During the 2023-2024 school year, 23% of 7th-8th grade students met or exceeded the standards on CAASPP Assessments in Math. Grade 7- 26% Grade 8- 20%
California Dashboard: Math Identified Targeted Subgroups: English Learners Hispanic Socioeconomically Disadvantaged	During the 2024-2025 school year, Lodi Middle will score 74 points below standard in the yellow band. English Learners will score 120 points below standard in the orange band. Hispanic students will score 90 points below standard in the yellow band. Socioeconomically Disadvantaged students will score 82 points below standard in the yellow band.	During the 2023-2024 school year, Lodi Middle scored 78.9 points below standard in the Yellow band. English Learners scored 124.5 points below standard in the Orange band. Hispanic students scored 94.8 points below standard in the Yellow band, and Socioeconomically Disadvantaged students scored 87.5 points below standard in the Yellow band.
7th-8th Grade i-Ready MOY Math Assessment	During the 2024-2025 school year, 28% of 7th-8th grade students will perform at or above on the Middle of the Year (MOY) i-Ready Universal Screener in Math. Grade 7- 29% Grade 8- 27%	During the 2024-2025 school year, 24% of 7th-8th grade students performed at or above on the Middle of the Year (MOY) i-Ready Universal Screener in Math. Grade 7- 28% Grade 8- 19%
8th Grade CAST Science Assessment	During the 2023-2024 school year, 25% of 8th grade students will meet or exceed the standards on CAST Science Assessment and score 15 points below standard.	During the 2023-2024 school year, 22.5% of 8th grade students met or exceeded the standards on CAST Science Assessment and scored 17.7 points below standard.
English Learner Progress Indicator reported by the California Dashboard	66.9% will make progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	56.3% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.
Reclassification	45 students will be reclassified during the 2023-2024 school year	40 students were reclassified during the 2023-2024 school year

Metric/Indicator	Expected Outcomes	Actual Outcomes
Professional Development Trainings, Meetings, and PLCs	90% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign-in sheets.	88.9% of Certificated Staff attended all PD, Meetings, and PLCs throughout the calendared work year as determined by sign-in sheets.

Analysis

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

Lodi Middle School did not meet the articulated growth goals in English Language Arts (ELA). In fact, performance declined slightly on both the state and district assessments. In Mathematics, the school maintained performance on the CAASPP and demonstrated improvement on the i-Ready Universal Screener. Goals for the CAST Science assessment and English Learner reclassification were not met.

- * 7th–8th Grade CAASPP ELA: 37% met or exceeded standards in 2022–2023 compared to 33.75% in 2023–2024 (? 3.25%).
- * ELA i-Ready MOY: 29% scored at or above grade level in 2023–2024, compared to 28% in 2024–2025 (? 1%).
- * 7th–8th Grade CAASPP Math: 23% met or exceeded standards in both 2022–2023 and 2023–2024 (no change).
- * Math i-Ready MOY: 20% in 2023–2024 compared to 24% in 2024–2025 (? 4%).
- * 8th Grade CAST: 22.5% met standards, 2.5% below the target.
- * Reclassification: 40 students were reclassified, five short of the goal.

While no growth was evident in ELA on either assessment, the math MOY data reflected a 4% increase in students meeting grade-level expectations. The ELA diagnostic used is not aligned with the district-adopted curriculum, which may have impacted results. Additionally, several new students took the MOY as their first assessment, and MOY data alone does not capture full-year growth. CAST scores served as a baseline, as this was the first year of reported data.

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

All strategies for Goal 1 were fully implemented. District coaches provided support to ELA teachers, who also engaged in after-school collaboration sessions and received release time for in-school planning. Technology site licenses, library books, classroom supplies, and student materials were purchased as planned. At Lodi Middle School, we have established a \$5,000 threshold for materials. There were no major differences between the proposed and actual expenditures for Goal 1 (English Language Arts) and Goal 2 (Math and Science); any variations were minimal and remained within the expected range.

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 foundation for improvement—such as staff participation in PD and collaborative structures—was solidly in place. However, the effectiveness of instructional strategies needs to be further refined to yield higher academic gains. Going forward, the school will deepen Visible Learning practices, intensify academic interventions, and use student performance data more systematically to adjust instruction and close achievement gaps. Administration, teachers, and staff, will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices and needs of students to support in achieving goals for ELA, Math, and Science. These changes will be found in Goal 1: Academics: Strategies/Activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social-Emotional Behavioral

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the 2023–2024 California School Dashboard and local data indicates a continued need for improvement in chronic absenteeism and suspension rates, particularly among several student subgroups.

Chronic Absenteeism:

- * Overall, 24.9% of students were chronically absent, placing the school in the Yellow performance level.
- * Subgroups performing in the Orange band included Asian, Two or More Races, White, and Students with Disabilities, reflecting elevated absentee rates.

Suspension Rate:

- * 10.4% of students were suspended at least once, also placing the school in the Yellow level.
- * The rate declined by 3.1%, but subgroups in the Orange range included Students with Disabilities, Two or More Races, and White students.

Leveraging WestEd Identified Strength #2 to Address Identified Needs:

Lodi Middle School's strong foundation in building a positive and inclusive school community can be used to directly impact chronic absenteeism and suspension rates. The existing Viking Crew, House System, and extracurricular activities promote student connection, which is a key protective factor for attendance and behavior. These structures can be expanded to:

- > Increase student engagement and accountability by embedding attendance incentives, recognition systems, and peer mentoring into existing community groups.
- > Use House Systems/Viking Crew leaders to support students with high absenteeism by assigning peer check-ins and attendance goals.
- > Reinforce positive behavior expectations and restorative practices within clubs and advisory periods, linking school values with behavior supports.
- > Strengthen family-school partnerships through community-focused events and clear communication around attendance and discipline goals.

By integrating the school's emphasis on belonging and student involvement with its MTSS efforts, Lodi Middle can create a more cohesive, proactive approach to improving student attendance and reducing suspensions—particularly among historically underserved student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is Yellow, which is a decrease of 5.7 to 24.9%	2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group will be Green with a decrease of 10 to 14.9%
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group is Yellow, which is a decrease of 3.1 to 10.4%	2025 CA Dashboard Suspension Indicator: ALL Student Group will be Green, with a maintenance of 10.4% or lower
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 86% Tier 2 TIF Score 84% Tier 3 TIF Score 88%	2025-2026 Local Data: Tier 1 TFI Score 93% Tier 2 TIF Score 92% Tier 3 TIF Score 94%
PBIS Recognition	Silver status for the 2023-2024 School Year	Gold status for the 2024-2025 School Year
Panorama Survey	Winter 2025 Panorama Student Survey Indicator: Student Sense of Belonging is 47%.	Winter 2026 Panorama Student Survey Indicator: Student Sense of Belonging increase to 52%.

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
2.1	<p>Student Recognition Assemblies to Promote Positive Behavior and Academic Engagement</p> <p>Implement monthly student recognition assemblies as part of the school's PBIS framework to promote a positive school climate and reinforce desired behaviors that support academic success. Students will be acknowledged for achievements such as academic growth, attendance improvement, respectful behavior, effort, and following school expectations.</p>	All students	\$1,000 Title I 5715 Print Shop Recognition Certificates
2.2	<p>Behavior Intervention Materials and Tools: SEL resources, check-in/check-out folders, reflection journals</p>	All students	\$1,000 Title I 4200 Books SEL books \$1,000 Title I 4300 Materials SEL materials and resources
2.3	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a</p>	All students	\$1,000 Title I 1120 Teacher Temp PBIS Collaboration Time Cards \$249

<p>comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p>		<p>Title I 3000 Benefits Benefits for PBIS Collaboration Time Cards</p>
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	(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
2.4	<p>SEL and PBIS-Aligned Staff Training and Professional Development</p> <p>Provide ongoing professional development and coaching for teachers, administrators, and support staff to build capacity in implementing schoolwide PBIS (Positive Behavioral Interventions and Supports) and evidence-based SEL (Social Emotional Learning) practices. Training will focus on:</p> <ul style="list-style-type: none"> * Creating trauma-informed classrooms * Establishing consistent Tier 1 behavior expectations and routines * Using restorative practices to address discipline issues * Strengthening teacher-student relationships * Integrating SEL strategies into academic instruction <p>Workshops, coaching cycles, and PLC-based reflection will support staff in understanding how student behavior, social-emotional development, and school climate impact learning outcomes.</p> <p>Funding Could Support:</p> <ul style="list-style-type: none"> > Contracts with SEL/PBIS trainers or consultants > Materials and resources for staff (books, toolkits, behavior rubrics) > Substitutes for release time during PD or coaching > Stipends for after-school training sessions > Site-based coaching in behavior management or trauma-informed practices 	All students	<p>\$8,000 Title I 5800 Prof and Operating/Consultants SEL/PBIS PD \$9,481 Title I 5220 Conference SEL/PBIS Conferences</p>

Annual Review

SPSA Year Reviewed: 2024-25

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
CA Dashboard - Chronic Absenteeism	On the CA Dashboard All Students will be in Yellow with a decrease of chronically absent by 5%.	On the CA Dashboard All Students chronically absent were in the Yellow and decreased by 5.7% in 2023-2024.

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Suspension Rate	On the CA Dashboard All Students will be in Yellow with a decrease of 3%.	On the CA Dashboard All Students suspended were in the Yellow and decreased by 3.1% in 2023-2024.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 80% Tier 2 TFI Score 75% Tier 3 TFI Score 95%	2024-2025 Local Data: Tier 1 TFI Score 86% Tier 2 TFI Score 84% Tier 3 TFI Score 88%
PBIS Recognition	Gold status for the 2024-25 School Year	Lodi Middle has applied for Gold Status; metric will be updated in September.
Panorama Survey	48% of students identifying a positive Sense of Belonging	47% of students identified with positive Sense of Belonging in the survey of Winter 2025.

Analysis

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

Lodi Middle School successfully implemented all strategies aligned with improving school climate, reducing chronic absenteeism and suspension, and strengthening PBIS systems. Positive outcomes were observed across multiple indicators:

- * Chronic Absenteeism decreased by 5.7%, meeting the expected target and maintaining a Yellow performance level on the California Dashboard.
- * Suspension Rate also decreased by 3.1%, meeting the expected reduction and maintaining performance in the Yellow band.
- * The school demonstrated strong progress in PBIS implementation fidelity, exceeding expected outcomes in Tier 1 (86%) and Tier 2 (84%), and nearing the Tier 3 goal with a score of 88%.
- * Lodi Middle has applied for PBIS Gold Status recognition, reflecting consistent implementation of schoolwide PBIS practices. Final status will be confirmed in the fall.
- * Student sense of belonging, as measured by the Panorama Survey, showed that 47% of students reported a positive sense of connection to school—just under the 48% goal—indicating stable levels of student engagement.

Overall, the strategies were effectively implemented, particularly in improving behavior and attendance outcomes. Continued focus on Tier 2/3 supports, family engagement, and social-emotional learning will further enhance the school's positive climate and support at-risk students.

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

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

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

Goal 2 will be revised to focus on social-emotional and behavioral outcomes, specifically targeting reductions in chronic absenteeism and suspension rates. Professional development will be refined to emphasize training that strengthens the Multi-Tiered System of Supports (MTSS), supporting student achievement and well-being across academic, behavioral, and social-emotional domains.

Annual Outcomes:

Annual outcome targets will be updated to prioritize improvements in student attendance and engagement, as measured by chronic absenteeism and suspension data.

Strategies and Activities:

New or enhanced strategies will be included in the SPSA to expand professional development, improve instructional practices, and increase collaborative planning to better support the whole child.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Involvement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC Attendance	Attendance for ELAC meetings in 2024-2025 School Year is 10+ parents, and attendance for SSC meetings is 3 parents.	Attendance for ELAC meetings in 2025-2026 is 15 parents.
Parent Conference Night Attendance	137 parents attended Parent Conference Night.	150 parents will attend Parent Conference Night.
Jump Into English Attendance	12 parents attended Jump Into English classes.	20 parents attend Jump Into English classes.
Back to School Night Parent Attendance	414 parents attended Back To School Night.	425 parents attend Back To School Night.
Lunch With a Loved One Attendance	269 parents attended Lunch With a Loved One.	275 parents attend Lunch With a Loved One.

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
3.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All students	\$108 Title I: Parent Involvement 4325 Food For Meetings Light snacks for meetings
3.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All students	\$5,251 Title I: Parent Involvement 5800 Prof and Operating/Consultants Student Planners

Annual Review

SPSA Year Reviewed: 2024-25

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
ELAC Attendance	Attendance for ELAC meetings in 2024-2025 School Year will be 5 parents.	10-12 parents attended ELAC meetings for 2024-2025.
Parent Conference Night Attendance	Attendance for the 2024-2025 School Year will be 130+	170 attended Parent Conference Night in 2024-2025.
Jump Into English Attendance	Level 1 and 2 Attendance for the 2024-2025 School Year will be 20+	12 finished the Jump Into English classes.
Back to School Night Parent Attendance	Attendance for the 2024-2025 School Year will be 300+	414 attended Back to School Night.
Lunch With a Loved One Attendance	Attendance for the 2024-2025 School Year will be 200+	269 attended Lunch With a Loved One.

Analysis

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

Lodi Middle School successfully implemented a variety of family engagement strategies aligned to the articulated goal of increasing parent participation and strengthening school-home connections. The actual outcomes indicate that most events exceeded attendance expectations, demonstrating strong community interest and involvement:

* ELAC Attendance surpassed the goal, with 10–12 parents attending consistently, more than doubling the expected outcome of 5.

* Parent Conference Night drew 170 participants, well above the target of 130+.

* Back to School Night had a strong turnout with 414 attendees, exceeding the goal of 300+.

* Lunch With a Loved One reached 269 attendees, surpassing the target of 200+.

However, Jump Into English did not meet the expected goal of 20 participants, with 12 parents completing the course. This suggests a need for additional outreach or scheduling adjustments to better accommodate families.

The strategies and activities were effective in engaging families and building relationships, with most events exceeding attendance goals. Continued attention will be given to improving participation in targeted programs like Jump Into English, ensuring accessibility and alignment with family schedules and needs. These efforts contribute directly to a more connected school community and support student success through increased family engagement.

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

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

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

The actual outcomes for communicating and providing outreach for school events, as well as emphasizing the importance of parent involvement in student success, were greater than anticipated. To continue this success, we will strive to implement additional activities to meet our goals, outcomes, and strategies in the Single Plan for Student Achievement (SPSA).

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

Goal Revision: The goal related to parent involvement and communication will now be Goal 3 in the 2025-2026 SPSA and refined to increase outreach and engagement.

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

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

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$153,832.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,832.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$148,473.00
Title I: Parent Involvement	\$5,359.00
Title III	\$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$153,832.00

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

State or Local Programs	Allocation (\$)
LCFF	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$153,832.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	148,473.00
Title I: Parent Involvement	5,359.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1100 Teacher	0.00
1120 Teacher Temp	6,000.00
1150 Teacher Sub	36,000.00
1900 Other Cert Salaries	0.00
3000 Benefits	10,492.00
4200 Books	1,000.00
4300 Materials	11,000.00
4325 Food For Meetings	108.00
4328 Warehouse Supplies	1,000.00
5220 Conference	9,481.00
5712 Transportation	500.00
5715 Print Shop	2,000.00
5800 Prof and Operating/Consultants	46,251.00
5872 Field Trips	15,000.00
5875 Technology Licenses	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1100 Teacher	LCFF	0.00
1900 Other Cert Salaries	LCFF	0.00
1120 Teacher Temp	Title I	6,000.00
1150 Teacher Sub	Title I	36,000.00
3000 Benefits	Title I	10,492.00
4200 Books	Title I	1,000.00
4300 Materials	Title I	11,000.00
4328 Warehouse Supplies	Title I	1,000.00
5220 Conference	Title I	9,481.00
5712 Transportation	Title I	500.00
5715 Print Shop	Title I	2,000.00
5800 Prof and Operating/Consultants	Title I	41,000.00
5872 Field Trips	Title I	15,000.00
5875 Technology Licenses	Title I	15,000.00
4325 Food For Meetings	Title I: Parent Involvement	108.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	5,251.00
1900 Other Cert Salaries	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,743.00
Goal 2	21,730.00
Goal 3	5,359.00

School Site Council Membership

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

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

Name of Members	Role
Cassandra Iwamiya	Principal
Charla Kuykendall	Classroom Teacher
Margaret Schofield	Classroom Teacher
Carlos Villafana	Classroom Teacher
Angela Trevino	Other School Staff
Jessica Gregory	Parent or Community Member
Brianna Lawrence	Parent or Community Member
Christina McLaughlin	Parent or Community Member
Sandra Shackelford	Parent or Community Member
Araceli Vega	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 22, 2025.

Attested:



Principal, Cassandra Iwamiya on 4/22/2025



SSC Chairperson, Carlos Villafana on 4/22/2025