

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Julia Morgan	39685856120059		June 18, 2024

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

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

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

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

This plan is being used by Julia Morgan for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

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. (LCAP Goal 2)

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the ATSI Plan include:

- Parents/guardians
- School faculty and staff

Advisory committees

- English Language Advisory Committee

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

- Communication channels (e.g., newsletters, emails, school website, social media)
- Meeting schedules and agendas
- Opportunities for feedback and input

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the ATSI Plan.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the ATSI plan involve:

- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress towards goals from previous years

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

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

## Resource Inequities

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

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

Based upon the California School Dashboard state indicators, Julia Morgan has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, Filipino students entered ATSI due to meeting the criteria based on the following indicators: Chronic Absenteeism as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of

students, staff, and the school community. The school needs will be addressed through increased professional development opportunities aligned to the Lodi MTSS Theory of Action which seeks to ensure that all students are prepared for the next steps in their personal and academic journey and reach their full potential. Julia Morgan professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

As reported on the 2023 CA Dashboard, the English Language Arts state indicator overall performance was in the "Orange" performance category.

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

Based on the needs assessment, we have identified that chronic absenteeism for our Filipino students is an area that needs significant improvement based on a review of the California School Dashboard and local data. To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Additional Targeted Support and Improvement (ATSI)

The attendance of our Filipino students will mirror that of the general population (All Students group on the dashboard).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #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.

CDE CA Dashboard Data for the 2022-23 school year indicates that Julia Morgan is either in the red or orange in each of the following indicators for the following student groups: Filipino Chronic Absenteeism ( Red)

### 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
Chronic Absenteeism	30.2% of Julia Morgan Filipino students were chronically absent as reported on the 2023 CA Dashboard (Red)	Julia Morgan school will reduce the chronic absenteeism rate by 10% moving from (Red) to (Orange) for the following student groups:  Filipino

### 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	ATSI 1 Staff will meet to collaborate outside the contracted workday to review and analyze student group data in the area of ATSI qualifying indicators. Next steps and adjustments to instruction and tiered supports will be made as a result of the data-based decisions.	Filipino	
1.2	Admin and typist clerk will work with CWA officers to review the absence status of targeted groups on a monthly basis. Admin will initiate SST to discuss	Filipino	

	any possible trends or concerns to help prevent Chronic Absenteeism.		
1.3	Provide PBIS incentives for students to attend school on a regular basis.	Filipino	

# Annual Review

SPSA Year Reviewed: 2023-24

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate	<p>Julia Morgan will reduce the overall chronic absenteeism rate by 10%.</p> <p>The chronic absenteeism rate for African American, Filipino, Students w/Disabilities, and students who are Two are More Races will decrease by 10%.</p>	<p>Overall Chronic Absenteeism has decreased 16.8%. African American decreased by 29.6%, Students with disabilities decreased by 34% and students with two or more races have all decreased by 19%. Filipino students increased by 1.7%</p>
Suspension Rate	<p>Julia Morgan will reduce the suspension rate for "All" students to "Low" as measured by the 2023 CA Dashboard.</p> <p>The suspension rate for African American, Filipino, Students w/Disabilities, and students who are Two are More Races will decrease by two performance bands to (low).</p>	<p>All students decreased by 11.8%. We are currently in the blue band.</p>
Mathematics CAASPP (distance from standard)	<p>The 2023 CA Dashboard will demonstrate a decrease in distance from standard in mathematics for the following groups:</p> <p>Students with Disabilities will increase by one performance band and a minimum of 10 points.</p>	<p>Students with disabilities increased by 20.5 points as measured on the CAASPP.</p>

## Analysis

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

Julia Morgan put a high emphasis on using data to drive instruction and make decisions that are best for students. Through several professional developments throughout the year we focused on looking at results of progress monitoring data. This allowed us to make strategic instructions and school based decisions to help improve in all areas of our ATSI.

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 between the intended implementation or budgeted expenditures.

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 only changes that will be made is to focus heavily on student attendance and to continue to utilize progress monitoring data to inform instruction and site-based decisions.

# 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
	Special Education Advisory Committee
	Other: Leadership Team

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 .

Attested:

 Principal, Jeff Pappas on 05-13-2024



**School Year: [2024-25] ATSI Only**

# School Plan for Student Achievement Template

School Name	School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Julia Morgan Elementary	39685856120059	[Add SSC Approval Date here]	June 18, 2024

## Plan Description

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

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. (LCAP Goal 2)

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

## Educational Partner Involvement

How, when, and with whom did your 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

**Stakeholders involved in the development of the ATSI goal include our Parent Advisory Committee on 4/3/24 and our school leadership team on 4/17/24. Both groups gave input on ATSI goals and actions during our meeting.**

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

- Parents/guardians
- Students
- School faculty and staff
- Community members
- Advisory committees (e.g., English Learner Advisory committee, student advisory groups,)

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

- Communication channels (e.g., newsletters, emails, school website, social media)
- Meeting schedules and agendas
- Opportunities for feedback and input

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

- Parent and community forums
- Student focus groups
- Faculty and staff meetings
- Advisory committee meetings

**Data Review and Analysis:** Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

**Collaborative Planning Sessions:** Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:

- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress towards goals from previous years

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

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

- School site council
- District administration
- Advisory committees

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

- Data analysis
- Stakeholder consultation
- Revision of goals and action plans

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

## Resource Inequities

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment.

Based upon the California School Dashboard state indicators, **Julia Morgan** has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, **Filipino students** entered ATSI due to meeting the criteria based on the following indicators: **Chronic Absenteeism** as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through **increased professional development opportunities aligned to the Lodi MTSS Theory of Action which seeks to ensure that all students are prepared for the next steps in their personal and academic journey and reach their full potential.** Julia Morgan professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

# Comprehensive Needs Assessment

## 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.

**The bold print should mirror your school’s data from your comprehensive needs assessments and local data:**

Based on the needs assessment, we have identified that **chronic absenteeism for our Filipino students is an area** that needs significant improvement based on a review of the California School Dashboard and local data.

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.

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## Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school’s goals. Duplicate the table as needed.

### ATSI

Goal # 1	Description
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ATSI 1

The attendance of our **Filipino students** will mirror that of the general population (All Students group on the dashboard).

**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.

CDE CA Dashboard Data for the 2022-23 school year indicates that **Julia Morgan** is either in the red or orange in each of the following indicators for the following student groups: Filipino Chronic Absenteeism ( Red). Julia Morgan is working closely with Child Welfare and Attendance to monitor targeted students' attendance. SSTs are being held prior to students reaching chronic absenteeism rate to discuss support for getting students to school. PBIS incentives are in place to help increase student attendance.

## 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
Chronic Absenteeism	30.2 % of <b>Julia Morgan Filipino</b> students were chronically absent as reported on the 2023 CA Dashboard Very High	Julia Morgan school will reduce the chronic absenteeism rate by 10% for the following student groups: <b>Filipino</b>



## Strategies & Activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1	<b>ATSI 1</b> Staff will meet to collaborate outside the contracted work day to review and analyze student group data in the area of ATSI qualifying indicators. Next steps and adjustments to instruction and tiered supports will be made as a result of the data-based decisions.	Filipino	2,000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2	Admin and typist clerk will work with CWA officers to review the	Filipino	0



	absence status of targeted groups on a monthly basis. Admin will initiate SST to discuss any possible trends or concerns to help prevent Chronic Absenteeism		
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Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3	Provide PBIS incentives for students to attend school on a regular basis	Filipino	0

## Annual Review- Goal 1 ATSI

SPSA Year Reviewed: 2023-24

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	<p>Julia Morgan will reduce the overall chronic absenteeism rate by 10%.</p> <p>The chronic absenteeism rate for African American, Filipino, Students</p>	<p>Overall Chronic Absenteeism has decreased 16.8%. African American decreased by 29.6%, Students with disabilities decreased by 34% and students with two or more races have all decreased by 19%. Filipino students increased by 1.7%</p>

	w/Disabilities, and students who are Two are More Races will decrease by 10%.	
Suspension	<p>Julia Morgan will reduce the suspension rate for "All" students to "Low" as measured by the 2023 CA Dashboard.</p> <p>The suspension rate for African American, Filipino, Students w/Disabilities, and students who are Two are More Races will decrease by two performance bands to (low).</p>	All students decreased by 11.8%. We are currently in the blue band.
Mathematics CAASPP (distance from standard)	<p>The 2023 CA Dashboard will demonstrate a decrease in distance from standard in mathematics for the following groups:</p> <p>Students with Disabilities will increase by one performance band and a minimum of 10 points.</p>	Students with disabilities increased by 20.5 points as measured on the CAASPP.

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.

# Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Julia Morgan put a high emphasis on using data to drive instruction and make decisions that are best for students. Through several professional developments throughout the year we focused on looking at results of progress monitoring data. This allowed us to make strategic instructions and school based decisions to help improve in all areas of our ATSI.

**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 between the intended implementation or budgeted expenditures.

**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 only changes that will be made is to focus heavily on student attendance and to continue to utilize progress monitoring data to inform instruction and site based decisions.