School Year: **2026-27**

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 29, 2026	6/16/2026

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: Comprehensive Needs Assessment
The process began in December 2025 and continued through February 2026 with the Comprehensive Needs Assessment (CNA), during which the school community engaged in multiple activities to examine current practices and student outcomes. This phase included administering the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey, conducting school visits, facilitating focus groups, and reviewing artifacts related to instructional practices, school systems, and student supports. In addition, school leaders completed a reflective self-assessment aligned with the Four Domains for Rapid School Improvement to evaluate leadership, instruction, culture, and systems and provide internal perspectives on current practices.

Stakeholder engagement was an integral part of this process, with input gathered from 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 used to gather perspectives, validate findings, and build shared understanding of the school's strengths and areas for growth. As part of this phase, the team also reviewed Lodi Unified's accountability data, including student attendance and achievement data available through the school's report card. The combination of stakeholder input, quantitative data, and artifact review provided a well-rounded understanding of school performance and informed the findings of the CNA report.

Phase Two: Root Cause Analysis
In the second phase, the leadership team engaged in a root cause analysis process to examine the CNA findings more deeply. Through collaborative discussions and data analysis, the team identified the key factors influencing student performance and school outcomes. This process helped clarify the underlying drivers of both strengths and challenges, allowing the team to prioritize the most critical areas for improvement and focus their efforts on strategies most likely to impact student learning.

Phase Three: SPSA Plan Development
The final phase focused on the development of the School Plan for Student Achievement (SPSA). Using insights from the CNA and root cause analysis, school leaders and stakeholders worked together to develop focused goals, strategies, and actionable steps aligned with identified needs. This phase emphasized ensuring that improvement efforts are clearly connected to data and supported by specific actions designed to strengthen instructional practices, support student learning, and promote continuous improvement across the school.

Ongoing Engagement and Continuous Improvement
The school will continue to engage educational partners throughout the year to review progress and guide ongoing improvement of the School Plan for Student Achievement (SPSA). The School Site Council (SSC) will serve as a central structure for monitoring the implementation of strategies, reviewing student data, and discussing adjustments to actions based on evidence of impact. The English Learner Advisory Committee (ELAC) and other parent advisory groups will also be provided opportunities to review progress and offer input, ensuring that the needs of English learners and other student groups remain a focus of the school's improvement efforts.

Staff collaboration will also support the ongoing implementation of the plan. Regular opportunities during staff and team meetings will be used to review data, reflect on instructional practices, and make adjustments to strategies as needed to better support student learning.

The school will continue to communicate updates and gather feedback from the broader school community through multiple channels, such as newsletters, school communication platforms, parent meetings, and translated materials to ensure accessibility for all families. Student perspectives will also be incorporated through a variety of opportunities, such as surveys, classroom discussions, and student leadership forums.

Through continued collaboration and communication with educational partners, the school will use the SPSA as a living plan that guides improvement efforts and responds to the evolving needs of students and the school 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.

A review of the 2024-2025 California Dashboard and local data indicates several areas that require continued improvement. In English Language Arts, students are performing 32.7 points below standard, although performance improved by 8.4 points from the prior year. While this improvement reflects positive growth, student performance remains below the statewide level of 8.1 points below standard, indicating the need for continued focus on strengthening literacy instruction. Mathematics represents a greater area of concern, with students performing 70.2 points below standard, compared to the state average of 42.4 points below standard. Although mathematics performance improved by 8.7 points from the prior year, the large distance from the standard indicates the need to strengthen instructional practices and targeted support in mathematics.

English Learner progress is an area of relative strength, with 61% of students making progress toward English language proficiency, exceeding the state rate of 46.4%, and increasing by 4.8 percentage points from the prior year. However, continued attention to effective designated and integrated English Language Development (ELD) instruction remains important to ensure sustained language development and access to grade-level content.
In addition, data show that 62.8% of students improved their English Language Arts scores and 55.4% improved their mathematics scores from the prior year, indicating that while many students are demonstrating growth, overall performance levels remain below the standard.

i-Ready MOY data indicates areas of need in mathematics. Eighth grade shows a decline, with the same cohort of students decreasing from 28% proficiency as seventh graders in 2024-2025 to 22% as eighth graders in 2025-2026. Chronic absenteeism also remains an area for improvement. 2024-2025 California Dashboard data shows, 22.2% of students are chronically absent, which is higher than the statewide rate of 17.1%, although the rate declined by 2.7 percentage points from the prior year. Currently, 2025–2026 data show that 18.24% of students are chronically absent. Continued efforts to improve student attendance and engagement are necessary to ensure students have consistent access to instruction.

To better understand these patterns, the school conducted a Comprehensive Needs Assessment. Findings indicate opportunities to strengthen systems that support instructional improvement. Specifically, Practice 1.2 (Monitor Short and Long Term Goals) identified the need to strengthen how monitoring processes are used to guide adjustments and instructional decision making. Practice 2.3 (Set Clear Performance Expectations) highlighted the need for more consistent instructional observation and feedback to support teachers in improving instructional practice. Additionally, Practice 3.2 (Provide Rigorous Evidence-Based Instruction) identified opportunities to strengthen the consistent use of evidence-based instructional strategies, including clearer learning intentions and structured student engagement.

Taken together, these findings indicate that strengthening instructional clarity, increasing consistency in evidence-based instructional practices, and improving systems for monitoring goals and instructional progress will be essential to improving outcomes in English Language Arts and Mathematics while sustaining progress for English Learners and maintaining strong performance in science.

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 | LTEL – Red

This disparity highlights the need for targeted supports for this student group, including differentiated instruction, stronger academic Tier 2 interventions, and increased family engagement efforts tailored to the needs of these student groups.

Annual Review

SPSA Year Reviewed: 2025-26

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.

Analysis

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 CAASPP English Language Arts
7th-8th Grade Math i-Ready Universal Screener
7th-8th Grade CAASPP Mathematics
8th Grade California Science Test (CAST)
California Dashboard: English Language Arts, Mathematics, Science, and English Learner Progress Indicator (ELPI)

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

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

During the 2025-26 school year, Lodi Middle School implemented several strategies to improve English Language Arts, Math, Science, and English Learner achievement by implementing professional development training focused on Visible Learning to strengthen classroom instruction across all content areas. Teachers engaged in collaborative planning and lesson design that emphasized clear learning intentions, success criteria, and formative assessment practices. Professional development was used to incorporate the PLC model at Lodi Middle to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry. Supplemental technology licenses, equipment, AVID materials, and class novels were also purchased. Student study trips were conducted to visit local colleges, universities, career pathway programs, and other educational sites to support supplemental, standards-aligned learning, and five intervention teachers were provided supplemental pay to teach targeted intervention classes during their prep periods for students performing below a 2.0 GPA. Instruction focused on addressing individual academic needs through small-group support, skill remediation, and progress monitoring to strengthen core learning and improve readiness for high school.

Though Lodi Middle did not meet the articulated growth goal in English Language Arts (ELA), the school did achieve a 4% growth on the CAASPP test, and the school moved from Orange to Yellow on the CA Dashboard. On the i-Ready Universal Screener, proficiency decreased by 1%. In Mathematics, the school met the performance goal of a 5% increase in proficiency on the CAASPP and demonstrated improvement on the i-Ready Universal Screener. The goal for the CAST Science assessment was not met, but the English Learner reclassification goal was met and moved from Yellow to the Green band.

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. Teachers engaged in after-school collaboration sessions and received release time for in-school planning. Professional Development, technology site licenses, books, classroom supplies, and student materials were purchased as planned. While the plan included regular data analysis and instructional adjustments during PLCs, these practices were not consistently implemented across all teams, and the PLC process was still in its learning stages. In addition, the intervention teams were hired for only the final 11 weeks of the school year. Therefore, the final results may not show effectiveness due to its short-term implementation.

All budgeted expenditures were expended as planned. There were no major differences between the proposed and actual expenditures for Goal 1; 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.

Based on the analysis, changes will be made to the overall goal. The ELA i-Ready diagnostic test will not be used as this test is tied to a specific curriculum that is not used by our district. Refinements will be made to the strategies and activities to improve effectiveness and increase academic gains. Staff participation in PD and collaborative practice will continue to be the core of our strategies/activities. The effectiveness of instructional strategies will be further refined to yield higher academic gains. Specifically, targeted interventions for At-Risk students will begin earlier in the year. For the 2026-27 year, the school will deepen Visible Learning practices and use student performance data to monitor short and long- term goals while adjusting instruction and closing achievement gaps. Administration, teachers, and staff, will continue to closely examine data through the PLC process to determine goals for achievement and ensure effective and consistent implementation of ongoing best teaching practices and needs of students to achieve goals for ELA, Math, and Science. These changes will be found in Goal 1 of the 2026-2027 SPSA Plan.

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.

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

For the 2025-26 school year, Lodi Middle School successfully implemented all strategies aligned with improving school climate, reducing chronic absenteeism and suspension, and strengthening PBIS systems.

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.

One major difference of the intended implementation was reallocating $8,000 from Strategy 2.4 to Strategy 1.2. In the 2025-26 school year, Lodi Middle focused on training teachers how to effectively utilize PLCs. The intended professional development training for PBIS was changed to an additional PLC training session.

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.

Annual outcome targets will be updated to reflect the changes in the PBIS Tiered Fidelity Inventory (TFI) scoring system for the 2026-27 school year. Due to this change, Lodi Middle will apply for PBIS Silver Status Implementation Recognition and a new baseline will need to be established.

Nw or enhanced strategies will be included in the 2026-27 SPSA to improve instructional practices and increase collaborative planning to include Tier 2 and 3 strategies. These changes will be found in Goal 2 of the 2026-27 SPSA.

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.

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

Throughout the school year, the school implemented multiple strategies to increase parent involvement, including hosting parent-teacher conferences, workshops, educational and social events, ELAC and SSC meetings, and providing volunteer opportunities to encourage participation. The school also prioritized consistent communication with families through flyers, newsletters, school planners, and digital platforms to ensure parents were informed and able to engage. Providing food and light snacks at events helped create a welcoming environment and supported increased attendance. Staff participation in school events was also critical in building relationships with families and strengthening overall parent engagement.

Based on the data collected from the school events, the provision of refreshments was not highly effective at all events. The attendance for Lunch with a Loved One exceeded the goal, but Back To School Night, Parent Conference Night, and ELAC meetings were slightly under the stated goal. Refreshments at ELAC meetings enhanced the event.

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

No major differences between the intended implementation and the budgeted expenditures were identified. 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 improve our outcomes, 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:

We will modify the annual outcome targets to reflect an ambitious but achievable level of parent participation and understanding of the importance of their involvement. Additionally, we will modify the metric measuring attendance to a percentage of the student body instead of the number of family members in attendance. This year’s enrollment is approximately 50 fewer students than last year, so the total number of parents in attendance at events is not comparable. Additionally, we will add a metric of the percentage of parent signatures in the school planners for the school’s Parent Compact and Parent Involvement Policy.

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.

These changes will be found in the 2026-27 SPSA Goal 3.

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
By Spring 2027, Lodi Middle School will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework.

Aligned with three-year California Dashboard trends, the school will reduce EnglishLanguage Arts distance from standard by 6 points, reduce Mathematics distance from standard by 6 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic Achievement.

Locally, informed by four-year i-Ready middle-of-year trend data, the school will reduce Reading distance from standard by 10 points and reduce Math distance from standard by 7 points, as measured by the i-Ready diagnostic.

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, Math 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.

A review of the 2024-25 California Dashboard and local data shows areas needing continued improvement. In English Language Arts, students are performing 32.7 points below standard, showing an 8.4-point improvement from the prior year, but still remaining below the statewide level of 8.1 points below standard. Mathematics remains a greater concern, with students performing 70.2 points below standard, though improving by 8.7 points, and still significantly below the state average of 42.4 points below standard. English Learner progress is a relative strength, with 61% of students making progress toward English language proficiency, exceeding the state rate of 46.4% and increasing by 4.8 points. However, continued focus on effective ELD instruction is needed. Local i-Ready MOY data also indicates a decline in mathematics, with eighth-grade proficiency decreasing from 28% to 22% within the same student cohort.

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: English Language Arts (ELA) Distance from Standard	2025 CA Dashboard: 32.7 points below standard	2026 Dashboard: Reduce distance from standard to 26.7 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 70.2 points below standard	2026 Dashboard: Reduce distance from standard to 64.2 points below standard.
CA Dashboard: English Learner Progress	2025 CA Dashboard: 81.0% making progress	2026 Dashboard: Increase to 84.0% making progress.
i-Ready ELA MOY: Distance from Standard	(MOY 2026): 40.97 points below standard	(MOY 2027): Reduce distance from standard to 30.97 points below standard.
i-Ready Math MOY: Distance from Standard	(MOY 2026): 26.84 points below standard	(MOY 2027): Reduce distance from standard to 19.84 points below standard.
CA Dashboard: CAST	2025 CA Dashboard: 47.9 science points	2026 Dashboard: Increase to 50 science points

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	Strategy: Implement structured MTSS data conferences to strengthen data-driven instructional decisions and targeted student supports. Action Steps : * Provide release time for teachers to analyze universal screener, state, and local assessment data. * Analyze student assessment data during MTSS meetings to identify priority skill gaps for targeted students. * Instructional adjustments during department/grade-level MTSS meetings based on student data. * Use data collection sheets to document student progress and intervention implementation. * Review student progress monitoring data monthly to determine whether interventions should continue, intensify, or change. * Facilitate discussions regarding the number of students improving their performance levels and those not improving.	All Students	$6,750 Title I 1150 Teacher Sub Certificated Subs for MTSS Data Conferences $1,687 Title I 3000 Benefits Substitute benefits
1.2	Strategy: Strengthen instructional practices through professional learning focused on Visible Learning and structured PLC collaboration.	All Students	$6,749 Title I 1150 Teacher Sub

	Action Steps: * Provide ongoing professional development sessions, including teacher and leader participation in conferences, focused on learning intentions, success criteria, and formative assessment practices. * Facilitate (SLT members/Admin) collaborative lesson planning during PLC meetings to support implementation of Visible Learning practices. * Analyze student work and assessment data during PLC meetings to identify instructional adjustments. * Implement peer observations to allow teachers to observe effective instructional practices across classrooms and the district. * Conduct weekly classroom walkthroughs and use a tracking system (e.g. walkthrough planner/rotating schedule) to ensure all teachers are observed and provided feedback consistently. * Provide release time for teachers to analyze universal screener, state, and local assessment data. * Build a shared definition of effective teaching practice as a reference for ongoing conversations about improving teaching and learning. * Provide support and coaching to grade-level and content-specific collaborative teams to develop short-term SMART goals for all core subject areas.		Substitute teachers for Professional Development and Peer Observations $1,687 Title I 3000 Benefits Substitute benefits $22,000 Title I 5800 Prof and Operating/Consultants Corwin Consultant for PLCs
1.3	Strategy: Provide Rigorous Evidence Based Instruction Action Steps: * Develop a common expectation for unit/lesson planning and core content instruction to address grade-level standards. * Administer common formative assessments on a schedule agreed upon by all grade level members. * Use data from common formative assessments to regularly adjust instruction and plan targeted reteaching.	All Students	$4,000 Title I 1120 Teacher Temp Collaboration time cards for Teachers $909 Title I 3000 Benefits Benefits for time cards of Teachers
1.4	Strategy: Provide supplemental instructional resources to support the implementation of AVID strategies and Visible Learning practices. Action Steps: * Purchase supplemental instructional materials that support AVID strategies and Visible Learning practices (e.g., student planners, focused note-	All Students	$470 Title I 4300 Materials AVID and Visible Learning classroom supplies

	taking tools, AVID curriculum supports, and anchor chart materials). * Provide teachers with Visible Learning reference guides and instructional tools to support the use of learning intentions and success criteria in daily instruction. * Utilize anchor charts, reference materials, and student tools to reinforce learning intentions, success criteria, and academic vocabulary.		
1.5	Strategy: Provide school study trips that expose students to college campuses and career pathway programs to support college and career readiness. Action Steps: * Identify local colleges, universities, and career pathway programs to partner with for middle school study trips. * Coordinate and schedule study trips for middle school students to visit post-secondary and career pathway sites. * Prepare students for visits through pre-trip activities focused on college awareness and career exploration. * Facilitate structured reflection activities following the trips to connect the experience to students' academic and career goals. * Provide teachers with guidance for integrating trip-related learning into advisory or classroom discussions.	All Students	$10,915 Title I 5872 Field Trips Entrance Fee and Charter Bus Transportation $1,000 Title I 5712 Transportation School Bus Transportation
1.6	Strategy: Provide supplemental technology licenses to support core instruction in English Language Arts, Mathematics, and Science. Action Steps: * Purchase supplemental technology licenses (e.g., No RedInk, Wayground, Tynker) aligned to grade-level standards in ELA, Mathematics, STEM, and Science. * Integrate technology-based activities into classroom instruction to provide adaptive practice and skill-building opportunities. * Use platform-generated data reports to monitor student progress and identify areas for additional support.	All Students	$14,249 Title I 5875 Technology Licenses Technology Licenses to Support Core/STEM
1.7	Strategy: Strengthen designated and integrated English Language Development (ELD) instruction to support English Learners' access to grade-level content. Action Steps:	EL Students	$0 LCFF

	* Provide 30 minutes of daily designated ELD instruction aligned with ELD standards. * Partner with District ELD Coaches to model instructional strategies and provide guidance for teachers serving English Learners. * Schedule collaboration between teachers and bilingual para-educators to align instructional supports for EL students. * Provide after-school academic support for English Learners through bilingual para-educators. * Provide targeted instructional support within the core curriculum for identified EL students through certificated and classified staff. * Review EL student progress during data conferences to adjust instructional supports and interventions.		
1.8	Strategy: Provide targeted academic intervention classes to support students performing below standard. Action Steps: * Identify students performing below academic standards using grade reports and progress monitoring data. * Assign identified students to targeted intervention classes delivered by designated teachers. * Deliver small-group instruction focused on skill remediation and completion of core academic assignments. *Review student grades and assignment completion bi-weekly to determine progress and adjust intervention support.	All Students	$73,426 Title I 1103 Prep Period Teacher 120% Salary for Intervention Teachers teaching during their prep period $18,432 Title I 3000 Benefits Benefits for Intervention Teachers

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 strengthen systems for attendance, behavior, and social-emotional support to improve student engagement, promote a sense of belonging, and reduce chronic absenteeism.

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.

Chronic absenteeism remains an area for improvement. 2024-25 California Dashboard data shows, 22.2% of students are chronically absent, which is higher than the statewide rate of 17.1%, although the rate declined by 2.7 percentage points from the prior year. Currently, 2025–26 data show that 18.24% of students are chronically absent. Continued efforts to improve student attendance and engagement are necessary to ensure students have consistent access to instruction.

To address this need, the school is implementing strategies focused on improving attendance through consistent monitoring, targeted support, and student recognition. Attendance data will be reviewed weekly to identify students at risk, and identified students will be supported through check-in/check-out systems and targeted outreach to families. The school will also collaborate with support staff to address barriers impacting attendance and implement recognition systems to reinforce positive attendance and improvement.

In addition, the school is strengthening school climate and student engagement through the implementation of PBIS practices and student recognition systems. This includes explicitly teaching and reinforcing behavior expectations, conducting regular student recognition assemblies, and reviewing behavior and engagement data to adjust supports as needed. These efforts are intended to improve student connection to school, increase engagement, and support improved attendance outcomes.

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	2025 CA Dashboard Chronic Absenteeism Indicator: All Student Group is Orange, which is a decrease of 2.7% to 22.2%	2026 CA Dashboard Chronic Absenteeism Indicator: All Student Group will be Yellow with a decrease of 2% to 20.2%.
CA Dashboard : Suspension Rate	2025 CA Dashboard Suspension Rate Indicator: All Student Group is Green, which is a decrease of 3.5% to 7%	2026 CA Dashboard Suspension Indicator: All Student Group will be Green, with a decrease of 2% to 5%.
PBIS Recognition	Gold Status for 2024-25 School Year	Gold Status for the 2025-26 School Year.

Panorama Survey	Winter 2026 Panorama Student Survey Indicator: Student Sense of Belonging is 47%	Winter 2027 Panorama Survey Indicator: Student Sense of Belonging is 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	Strategy: Improve student attendance through monitoring, targeted support, and recognition. Action Steps: * Monitor attendance data weekly to identify students at risk of chronic absenteeism. * Assign identified students to a staff member for regular check-in/check-out support. * Implement student attendance recognition systems (e.g., celebrations, incentives) to reinforce positive attendance and improvement. * Share regular attendance updates with staff to monitor progress and inform next steps.	All Students	$301 Title I 5715 Print Shop Recognition Certificates
2.2	Strategy: Strengthen school climate and student engagement through PBIS and student recognition. Action Steps: * Implement schoolwide PBIS practices, including explicitly teaching and reinforcing behavior expectations across settings. * Conduct quarterly student recognition assemblies to celebrate meeting school expectations and promote positive behavior and student engagement. * Teach and consistently reinforce schoolwide behavior expectations across all classrooms and common areas. * Review behavior and engagement data regularly to adjust supports and recognition systems. * Incorporate House Systems to support a sense of belonging.	All Students	$300 Title I 4300 Materials SEL Materials and Resources $1,000 Title I 1120 Teacher Temp PBIS Collaboration Time Cards $248 Title I 3000 Benefits Benefits for PBIS Collaboration Time Cards

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 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.

At Lodi Middle School, parent engagement remains an area requiring improvement, particularly in participation in schoolwide activities, conferences, and events. There is a need for more intentional involvement from parents in supporting student learning and success, as well as increased collaboration between families and staff. Additionally, parent participation in school decision-making structures, such as ELAC and SSC, is limited. To address these needs, the school is increasing opportunities for parent involvement, strengthening communication with families, and creating more structured ways for parents to engage in both school activities and decision-making processes.

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 Meeting Attendance	8-10 Parents attended	12 Parents at ELAC meetings in 2026-27.
Back To School Night Parent Attendance	32% of student population	37% of student population.
Lunch With a Loved One Attendance	269 Parents attended	Maintain parent attendance at 269.
Parent Compact Signatures	New goal	50% of 7th grade parents and 50% of 8th grade parents will sign Parent Compacts for 2026-27.
Parent Conferences	New goal	170 parents will attend parent conferences across all grades for 2026-27.

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	Strategy: Strengthen parent engagement through consistent communication, opportunities for involvement, and shared decision-making. Action Steps: * Develop and implement a structured communication plan (e.g., Smore newsletters, student planners, school messaging) to provide regular updates on school events, expectations, and student learning. * Expand parent volunteer opportunities, including monitoring and supporting students during designated transitional times (e.g., lunch). * Provide opportunities for parents to engage in school activities and events that support student learning and connection to the school community (e.g., career day) * Track and review parent participation at events and meetings to inform outreach efforts and improve engagement strategies.	All Students	$750 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	$4,249 Title I: Parent Involvement 5800 Prof and Operating/Consultants Student Planners

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	$169,122.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$169,122.00
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	$164,123.00
Title I: Parent Involvement	$4,999.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $169,122.00

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: $169,122.00

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

Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	164,123.00
Title I: Parent Involvement	4,999.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1103 Prep Period Teacher 120%	73,426.00
1120 Teacher Temp	5,000.00
1150 Teacher Sub	13,499.00
3000 Benefits	22,963.00
4300 Materials	770.00
4325 Food For Meetings	750.00
5712 Transportation	1,000.00
5715 Print Shop	301.00
5800 Prof and Operating/Consultants	26,249.00
5872 Field Trips	10,915.00
5875 Technology Licenses	14,249.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

	LCFF	0.00
1103 Prep Period Teacher 120%	Title I	73,426.00
1120 Teacher Temp	Title I	5,000.00
1150 Teacher Sub	Title I	13,499.00
3000 Benefits	Title I	22,963.00
4300 Materials	Title I	770.00
5712 Transportation	Title I	1,000.00
5715 Print Shop	Title I	301.00
5800 Prof and Operating/Consultants	Title I	22,000.00
5872 Field Trips	Title I	10,915.00
5875 Technology Licenses	Title I	14,249.00
4325 Food For Meetings	Title I: Parent Involvement	750.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	4,249.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	162,274.00
Goal 2	1,849.00
Goal 3	4,999.00

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

2 Other School Staff

5 Parent or Community Members

1 Secondary Students

Name of Members	Role
Cassandra Iwamiya	Principal
Charla Kuykendall	Classroom Teacher
Margaret Schofield	Classroom Teacher
Carlos Villafana	Classroom Teacher
Olie Lopez	Other School Staff
Angela Trevino	Other School Staff
Ashley Bonnet	Parent or Community Member
Jessica Gregory	Parent or Community Member
Steven Loya	Parent or Community Member
Savannah Sooper	Parent or Community Member
Araceli Vega	Parent or Community Member
D'ontae Roy	Secondary Student

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 28, 2026.

Attested:

C. Iwamiya	Principal, Cassandra Iwamiya on 4/29/26
J. Carlos Villafana	SSC Chairperson, Carlos Villafana on 4/29/26