School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lee Middle School	57727100000000	May 7, 2019	June 27, 2019

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

The School Wide Plan meets the ESSA requirements through:

- A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. The process consisted of a comprehensive needs assessment with all community stakeholders. The stakeholders involved included English Learner Advisory Committee, School Site Council, Staff, Teachers, Students, Site Administration, and District Office Administration. The process consisted of analysis of various data points from the California Dashboard, and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward.

- The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
- strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
- the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum

- programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

- The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
- a school and family engagement policy
- a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

This ATSI plan meets state and ESSA requirements:
- In partnership with stakeholders (including the principal and other school leaders, teachers, and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification.
- The ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions.

Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan .

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Involvement Process for the SPSA and Annual Review and Update

- Through the course of several months, Lee Middle School conducted a series of meeting for the comprehensive needs assessment.

- On January 11th, the Principal, EL Specialist, SPED Department Chair, Counselor, and District Admin (Coordinator of EL Services, Director of Secondary Education, and Executive Director of Teaching and Learning) met to review and analyze school wide student performance using the California Dashboard and local data. As a team, the comprehensive needs assessment was performed, during which the following were identified: target groups, causes for specific gaps in student performance, and actions to be taken to improve student performance.

- On February 28th, the Principal, and Department Chairs embarked on a similar process as the one described on January 11th. Once again the following were identified: target groups, causes for specific gaps in student performance, and actions to be taken to improve student performance.

- On February 14th, the Principal led a comprehensive needs assessment with our School Site Council. Once again the following were identified; target groups, causes for specific gaps in student performance, and actions to be taken to improve student performance.

- On February 27th, the Principal and EL Specialist led a comprehensive needs assessment with our ELAC parents. Once again the following were identified: target groups, causes for specific gaps in student performance, and actions to be taken to improve student performance.

Resource Inequities

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

Lee Middle School, with the support of WJUSD's Educational Services department, is just beginning to explore resource allocations and inequities. As a team, we are working to identify areas of inequities as a first step of this process.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
American Indian	0.6%	0.3%	0.60%	4	2	4
African American	0.9%	1.4%	1.80%	6	9	12
Asian	2.2%	2.5%	3.60%	14	16	24
Filipino	0.6%	0.2%	0.15%	4	1	1
Hispanic/Latino	68.4%	71.0%	71.17%	446	457	474
Pacific Islander	0.5%	0.6%	0.75%	3	4	5
White	24.4%	21.4%	20.27%	159	138	135
Multiple/No Response	1.7%	0.8%	0.30%	11	5	2
			Total Enrollment	652	644	666

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2015-16	**2016-17**	**2017-18**
Grade 7	322	336	329
Grade 8	330	308	337
Total Enrollment	652	644	666

Conclusions based on this data:

1. Our overall student enrollment for the last 3 years from 2015-2016 to 2017-2018 has been stable (increase of 14 students, 2%).

2. The number of white students has declined during the last 3 years by 24 students (decrease of 4.13%).

3. The number of Hispanic/Latino students has increased during the last 3 years by 28 students (increase of 2.77%).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	107	103	105	16.4%	16.0%	15.8%
Fluent English Proficient (FEP)	225	250	270	34.5%	38.8%	40.5%
Reclassified Fluent English Proficient (RFEP)	25	31	35	25.8%	29.0%	34.0%

Conclusions based on this data:

1. Our total population of EL's has dropped by 2 students and 0.6% over the last 3 years.

2. Our total population of fluent English proficient students has increased by 45 students and 6% .

3. Our total population of reclassified fluent English proficient students has increased by 10 students and 8.2%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	320	323	319	310	313	314	310	312	314	96.9	96.9	98.4
Grade 8	315	295	322	307	287	311	306	287	310	97.5	97.3	96.6
All Grades	635	618	641	617	600	625	616	599	624	97.2	97.1	97.5

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2511.	2504.	2512.	4	4.49	8.92	32	25.64	25.16	27	33.01	28.66	36	36.86	37.26
Grade 8	2519.	2523.	2519.	5	4.88	5.81	26	27.53	27.74	35	32.75	28.71	35	34.84	37.74
All Grades	N/A	N/A	N/A	4	4.67	7.37	29	26.54	26.44	31	32.89	28.69	36	35.89	37.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	14	10.58	15.92	48	50.32	41.72	38	39.10	42.36
Grade 8	13	11.50	12.26	47	49.83	42.58	40	38.68	45.16
All Grades	13	11.02	14.10	47	50.08	42.15	39	38.90	43.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	15	9.62	15.29	48	53.21	46.18	37	37.18	38.54
Grade 8	11	9.82	13.23	45	51.58	45.16	44	38.60	41.61
All Grades	13	9.72	14.26	46	52.43	45.67	41	37.86	40.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	9	7.05	8.28	68	61.86	62.74	24	31.09	28.98
Grade 8	5	7.67	11.29	70	70.03	61.29	25	22.30	27.42
All Grades	7	7.35	9.78	69	65.78	62.02	24	26.88	28.21

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 7	13	11.54	17.83	51	55.45	52.23	36	33.01	29.94
Grade 8	11	14.63	14.84	54	51.22	50.00	35	34.15	35.16
All Grades	12	13.02	16.35	52	53.42	51.12	36	33.56	32.53

Conclusions based on this data:

1. From 2015 to 2017 LMS had a 8.08% increase in 7th grade students who exceeded or met ELA standards.

2. From 2015 to 2017 LMS had a 2.55% increase in 8th grade students who exceeded or met ELA standards.

3. From 2015 to 2017 LMS had a 97% rate for students who completed the ELA CAASPP.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Students Tested**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 7	321	323	319	311	313	309	310	312	309	96.9	96.9	96.9
Grade 8	314	295	322	308	283	309	307	282	309	98.1	95.9	96
All Grades	635	618	641	619	596	618	617	594	618	97.5	96.4	96.4

Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 7	2508.	2492.	2489.	6	6.41	8.41	23	14.10	15.21	34	33.33	26.54	37	46.15	49.84
Grade 8	2515.	2522.	2523.	10	9.57	10.03	12	20.57	19.42	29	26.60	29.77	48	43.26	40.78
All Grades	N/A	N/A	N/A	8	7.91	9.22	18	17.17	17.31	32	30.13	28.16	42	44.78	45.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 7	13	12.50	13.59	33	29.17	28.48	54	58.33	57.93
Grade 8	13	15.96	19.81	31	39.01	35.39	56	45.04	44.81
All Grades	13	14.14	16.69	32	33.84	31.93	55	52.02	51.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 7	10	7.37	9.71	55	42.95	42.39	35	49.68	47.90
Grade 8	10	8.87	9.74	51	38.65	49.03	39	52.48	41.23
All Grades	10	8.08	9.72	53	40.91	45.71	37	51.01	44.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 7	10	8.01	9.06	60	58.97	54.05	30	33.01	36.89
Grade 8	9	14.54	13.31	58	50.71	53.25	33	34.75	33.44
All Grades	10	11.11	11.18	59	55.05	53.65	32	33.84	35.17

Conclusions based on this data:

1. From 2015 to 2017 LMS had a 6% decrease in 7th grade students who exceeded or met Math standards.

2. From 2015 to 2017 LMS had a 7.45% increase in 8th grade students who exceeded or met Math standards.

3. From 2015 to 2017 LMS had a 1% decrease in the number of students who completed the Math CAASPP.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade 7	1452.5	1444.5	1460.2	46
Grade 8	1475.7	1470.1	1480.9	45
All Grades				91

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 7	*	*	14	30.43	17	36.96	12	26.09	46
Grade 8	*	*	17	37.78	12	26.67	*	*	45
All Grades	*	*	31	34.07	29	31.87	22	24.18	91

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 7	*	*	17	36.96	*	*	*	*	46
Grade 8	11	24.44	19	42.22	*	*	*	*	45
All Grades	20	21.98	36	39.56	19	20.88	16	17.58	91

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 7	*	*	*	*	13	28.26	23	50.00	46
Grade 8	*	*	11	24.44	15	33.33	17	37.78	45
All Grades	*	*	20	21.98	28	30.77	40	43.96	91

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 7	*	*	24	52.17	15	32.61	46
Grade 8	*	*	22	48.89	14	31.11	45
All Grades	16	17.58	46	50.55	29	31.87	91

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	14	30.43	24	52.17	*	*	46
Grade 8	18	40.00	21	46.67	*	*	45
All Grades	32	35.16	45	49.45	14	15.38	91

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*	37	80.43	46
Grade 8	*	*	*	*	34	75.56	45
All Grades	*	*	13	14.29	71	78.02	91

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	33	71.74	*	*	46
Grade 8	*	*	34	75.56	*	*	45
All Grades	*	*	67	73.63	17	18.68	91

Conclusions based on this data:

1. For overall language, 34.07% of 7th and 8th graders scored an overall 3.

2. For overall language, 31.87% of 7th and 8th graders scored an overall 2.

3. For overall language, 24.8% of 7th and 8th graders scored an overall 1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
666	**71.9%**	**15.8%**	**0.6%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	105	15.8%
Foster Youth	4	0.6%
Homeless	24	3.6%
Socioeconomically Disadvantaged	479	71.9%
Students with Disabilities	112	16.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	1.8%
American Indian	4	0.6%
Asian	24	3.6%
Filipino	1	0.2%
Hispanic	474	71.2%
Two or More Races	9	1.4%
Pacific Islander	5	0.8%
White	135	20.3%

Conclusions based on this data:

1. LMS has 15.8% of our population identified as English Learners.

2. LMS has 16.8% of our population identified as students with disabilities.

3. LMS's largest ethnic group is Hispanic, at 71.2%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Orange

Mathematics

Orange

English Learner Progress

No Performance Color

Academic Engagement

Chronic Absenteeism

Orange

Conditions & Climate

Suspension Rate

Red

Conclusions based on this data:

1. According to the dashboard, our suspension rate is in the red and in need of improvement.

2. According to the dashboard, our Math and ELA performance is in the orange and in need of improvement.

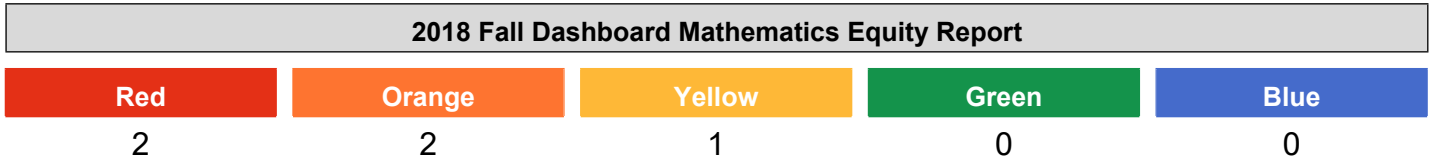**3.** According to the dashboard, our chronic absenteeism measure is in the orange and in need of improvement.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
42.6 points below standard	90.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 2.9 points	Declined -3.4 points	
606 students	220 students	4 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
64.4 points below standard	58.1 points below standard	137.1 points below standard
Declined -3.7 points	Increased 3.5 points	Declined -6.8 points
19 students	439 students	90 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	30.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
10 students	4 students	Increased 9.5 points	1 students
		23 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
51.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	7 points below standard
Maintained 2.7 points	7 students	5 students	Increased 6.8 points
432 students			122 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
150.6 points below standard	58.5 points below standard	28 points below standard
Increased 13.3 points	Increased 3.5 points	Maintained -0.3 points
76 students	144 students	264 students

Conclusions based on this data:

1. Our socio-economically disadvantaged student population increased their ELA scores from the previous year (3.5 points).

2. Our White population increased their ELA score from the previous year (6.8 points).

3. Our EL and RFEPs increased their ELA scores from the previous year.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
69.1 points below standard	120 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3 points	Declined -11.3 points	
600 students	218 students	4 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
119.3 points below standard	89.2 points below standard	177.2 points below standard
Declined -7.2 points	Declined -4.8 points	Declined -14.6 points
19 students	435 students	88 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	31.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
		Increased 8.8 points	
10 students	4 students	23 students	1 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Yellow
80.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	30.1 points below standard
Maintained -2 points			Increased 4.6 points
429 students	6 students	5 students	120 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
181.5 points below standard	87.7 points below standard	52.7 points below standard
Maintained 1.9 points	Maintained -2.9 points	Declined -3 points
75 students	143 students	261 students

Conclusions based on this data:

1. Most student groups declined for the math scores.

2. Our white students were the only group who saw an increase in their scores (4.6 points).

3. Our EL and RFEPs maintained their math scores.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
91	9.9%	34.1%	31.9%	24.2%

Conclusions based on this data:

1. We have a total of 91 EL students at LMS.

2. Roughly 44% of our students scored in level 4 and 3.

3. More then 50% of our students scored below 3.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
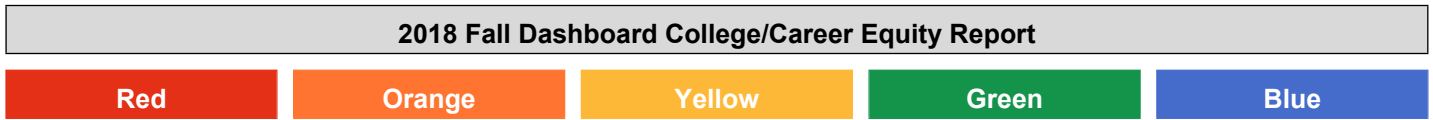
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	1	0
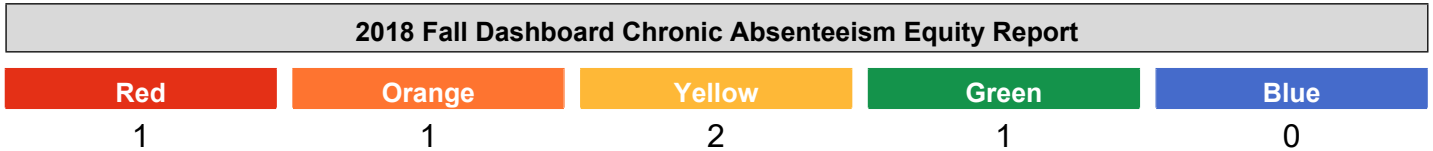
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	No Performance Color
13% chronically absent	9.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4%	Declined 3.6%	5 students
682 students	107 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
30.8% chronically absent	14.1% chronically absent	27% chronically absent
Declined 2.6%	Declined 1.2%	Increased 5.5%
26 students	498 students	122 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
21.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 12.3%	4 students	Increased 8%	2 students
14 students		25 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
12% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	18.7% chronically absent
Increased 0.7%	10 students	5 students	Declined 2.1%
483 students			139 students

Conclusions based on this data:

1. Overall we maintained a 13% rate of chronic absenteeism.

2. EL students had a 3.6% decrease in absenteeism.

3. SPED students had a 5.5% increase in absenteeism.

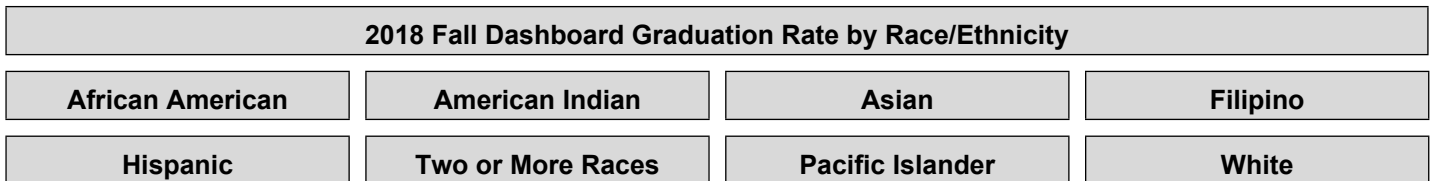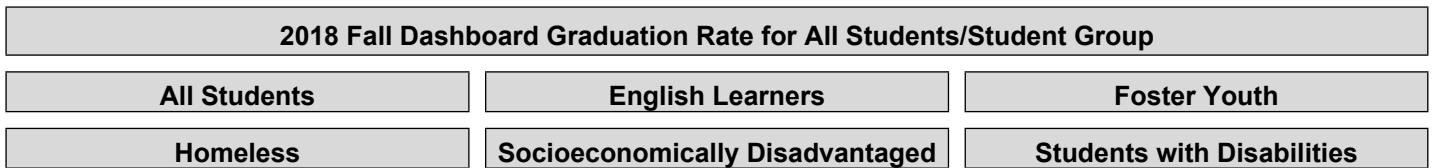# School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

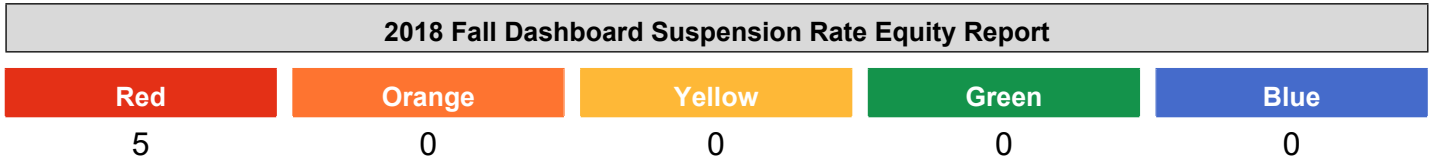| 2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.
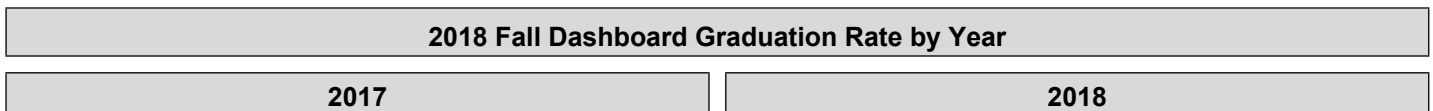
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
5	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
13% suspended at least once	12.8% suspended at least once	Less than 11 Students - Data Not
Increased 4.7%	Increased 7.6%	5 students
692 students	109 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
14.3% suspended at least once	14.7% suspended at least once	16.9% suspended at least once
Increased 2.3%	Increased 4.9%	Increased 4.7%
28 students	505 students	124 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
50% suspended at least once	Less than 11 Students - Data 4 students	0% suspended at least once	Less than 11 Students - Data 2 students
Increased 31.8%		Maintained 0%	
14 students		25 students	

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	Red
12.1% suspended at least once	Less than 11 Students - Data 10 students	Less than 11 Students - Data 5 students	16% suspended at least once
Increased 4.8%			Increased 5.2%
488 students			144 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
13.3% suspended at least once	8.3% suspended at least once	13% suspended at least once

Conclusions based on this data:

1. According to the dashboard, in 2018 LMS saw an overall increase in suspension rates by 4.7%.

2. Hispanic students experienced a 4.8% increase in suspension rates.

3. White students experienced a 5.2% increase in suspension rates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

After an analysis of our school's Dashboard and our comprehensive needs assessment with school stakeholders, the identified need was improving ELA and Math performance overall with a specific focus on English Learners and students with disabilities by providing differentiation and universal design for learning. The need to incorporate more research based instructional strategies, increase the amount of and improve the quality and focus of collaboration, improve student attendance, were identified as ways to improve the gaps in student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth in ELA/Math Dashboard Indicators.	The Dashboard indicates that Lee is orange for ELA and orange for Math. • Average distance from standard for all students for ELA in 2017/2018 was -42.6 (an improvement of 3 points from previous year). • Average distance from standard for EL students in ELA in 2017/2018 was -90.3 (a decline of 3.4 point from the previous year). • Average distance from standard for SPED students in ELA in 2017/2018 was -137.1 (a decline of 6.8 points from the previous year).	• In 2019/2020 increase on ELA academic indicator in category of "Distance From Standard" by 6 points for all students from previous year. • Average distance from standard for All students in ELA would be -36.6. • Average distance from standard for EL students in ELA would be -84.3. • Average distance from standard for SPED students in ELA would be -131.1. • In 2019/2020 increase on Math academic indicator in category of "Distance From Standard" by 4 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• Average distance from standard for all students for Math in 2017/2018 was -69.1 (a decrease of 0.3 points from previous year). • Average distance from standard for EL in Math in 2017/2018 was -120 (a decrease by 11.3 from previous year). • Average distance from standard for SPED in Math in 2017/2018 was -177.2 (a decrease by 14.6 from previous year)	for all students from previous year. • Average distance from standard for All students in Math would be -65.1. • Average distance from standard for EL students in Math would be -116. • Average distance from standard for SPED students in Math would be -173.2.
Percentage of students who reach growth targets on NWEA in Reading and Math.	• In the fall we had 28% scored in the 60th percentile or above for language and 21% in the winter. • In the fall we had 26% scored in the 60th percentile or above for reading and 22% in the winter. • In the fall we had 20% scored in the 60th percentile or above for math and 19% in the winter. • During the 2019 winter, 56% of students met the growth target in math, 34% of students met the growth target in reading, and 45% met growth target in language usage.	• In 2019/2020 NWEA testing sessions, increase the number of students scoring in the 60th percentile to increase by 5% from the fall to winter tests. • For the 2020 winter, 60% of students will meet the growth target in math, 40% of students will meet the growth target in reading, and 50% will meet the growth target in language .

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• During the winter of 2018, 12% of 8th grade students met their growth target for math, 22% for reading , and 17% for language. • During the winter of 2018, 19% of 8th grade students met their growth target for math, 15% for reading , and 22% for language.	• For the winter of 2020, the 8th grade percentile for math will be 25, reading will be 25, and language will be 25.
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	• In 2018/2019 all 6 PLCs at LMS reported analyzing at least 1 piece of student work to implement best practices.	• In 2019/2020 all 6 PLCs at LMS will analyze at least 2 pieces of student work per semester to implement best practice.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, with focus on SPED & English Learners.

Strategy/Activity

Improve instruction that students receive in ELA and Math classes.
- Supplies, technology, and copies to support intervention and differentiation needs of students.
- PD to support teacher capacity, including universal design for learning.
- PLC/Collaboration with funds for release time or extra duty to support Math, English, and SPED.
- Para for extra support for Newcomer English Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

24,000	Title I Part A: Basic Grants Low-Income and Neglected
37,000	Supplemental/Concentration
11,720	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate high school and be competitively college and career ready through personalized learning.

Goal 2

All students will graduate high school and be competitively college and career ready through personalized learning.

Identified Need

After analysis of our local school data it was determined that Lee needs to increase access for students to meaningful school events through VAPA. Additionally, to encourage personalized learning and career readiness, there is a need to expand career education and opportunities for exploration.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts.	• Currently we have a Holiday and Spring Concert each year which are hosted by the VAPA/EXPO department. • 104 SPED students make up 15.6% of total school population. 4 SPED students make up 2.6% of music students participating in a concert.	• By the end of 2019/2020 we will add at least 1 meaningful VAPA event for students . • In 2019/2020 have a 5% increase in the overall SPED population taking part in at least 1 concert, compared to the previous year.
Increase the number of students who found AVID to be beneficial in their educational aspirations.	-To establish baseline data in 2018/2019, we will give 7th grade AVID/EXCEL students a survey at the end of the 5th trimester to establish baseline data.	-Based upon the baseline data, increase the percentage of students who found AVID/EXCEL to be beneficial in their education by 10%.
Increase student exposure to meaningful career paths	-Establish Career Day baseline. Based on survey feedback determine the number of students who felt	-Based upon the baseline data, increase the percentage of students who felt they were

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	they were exposed to a meaningful career path (responses 4 and 5 to question #5).	exposed to a meaningful career path by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, with focus on students with disabilities and English Learners.

Strategy/Activity

Increase opportunity for students to experience a variety of careers fields and exposure to VAPA.
- Guest speakers in LRC at least 1 time a semester.
- AVID/Excel students take on leadership roles in career days.
- Continue Project Safe program that exposes students to health field careers.
- Continue FFA support and involvement of students in FFA on campus and off-site.
- Provide support for after school STEM program.
- Plan and implement one meaningful VAPA event.
- Prioritized music participation for SPED students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Supplemental/Concentration
2,000	Site Discretionary

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

With a focus on English Student, and aspiring first generation college students.

Strategy/Activity

Provide students support for academic achievement for students and continued exposure to colleges (through programs such as AVID & EAOP).
- Continue support and expansion of AVID program school wide.
- Provide AVID/EXCEL tutors
- Team of teachers will attend the annual AVID/EXCEL Summer Institute and ongoing training to improve the quality of the program.

- AVID/Excel and EAOP field trip transportation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Title I Part A: Basic Grants Low-Income and Neglected
5,500	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will be successful through the development of targeted and coherent systems of support.

Goal 3

All students will be successful through the development of targeted and coherent systems of support.

Identified Need

After an analysis of our school Dashboard data, and local data it was determined that the following were needed; increased student opportunities for extended learning, and a more positive school culture and climate. A more positive school culture and climate would decrease chronic absenteeism, and suspension rates, and increase student sense of safety and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	- According to the 2017/2018 Dashboard, 13% of LMS students were chronically absent. - According to the 2017/2018 Dashboard, 27% of LMS SPED students were chronically absent. - According to the 2017/2018 Dashboard, 9.3% of LMS EL students were chronically absent. - According to AERIES reports, in 2018/2019 by the end of the 4th trimester 14% of the enrolled students (92/655) had missed over 10% of the school year.	- On the 2018/2019 Dashboard, 9% of LMS students will be chronically absent. - On the 2018/2019 Dashboard, 23% of LMS SPED students will be chronically absent. - On the 2018/2019 Dashboard, 7.3% of LMS EL students will be chronically absent. - According to AERIES reports, in 2019/2020 by the end of the 4th trimester 11% of the enrolled students will have missed over 10% of the school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student sense of safety and school connectedness.	• According to the 2017/2018 California Healthy Kids Survey 45% of students felt very safe (8%) or safe (37%) while at school. • According to the 2017/2018 California Healthy Kids Survey 44% of students felt highly connected to school.	• On the 2018/2019 California Healthy Kids Survey 55% of students will feel very safe or safe while at school. • On the 2018/2019 California Healthy Kids Survey 54% of students will feel highly connected to school.
Ensure access to extended learning opportunities.	Baseline to be established in 2019/2020.	Baseline to be establish in 2019/2020.
Decrease the school suspension rate.	• According to the 2017/2018 Dashboard, LMS had a suspension rate of 13%. • According to the 2017/2018 Dashboard, LMS SPED students had a suspension rate of 16.9%. • According to the 2017/2018 Dashboard, LMS EL students had a suspension rate of 12.8%.	• On the 2018/2019 Dashboard, LMS will have a suspension rate of 10%. • On the 2018/2019 Dashboard, LMS SPED students will have a suspension rate of 13.0%. • On the 2018/2019 Dashboard, LMS EL students will have a suspension rate of 9.0%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, with focus on English Learners and students with disabilities.

Strategy/Activity

Create a welcoming, and positive school-wide climate and culture with multi-tiered system of support.
  • PAWS orientation days.

- More frequent tardy parties & perfect attendance acknowledgment.
- Do structured home visits for truant students.
- Wildcat Way for positive reinforcements.
- Access for leadership to CADA/CASL.
- Ethnic studies offering.
- Cost associated with additional staff to support Restorative Practices.
- Providing students in need, access to PE clothes.
- Investigate extended learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,801	Title I Part A: Basic Grants Low-Income and Neglected
39,000	Supplemental/Concentration
22,000	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

After analysis of Dashboard data and our local school data it was determined that we have the following needs: increase the reclassification rate of ELs and show growth in the EL progress indicator, while decreasing the number of LTELs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners.	- In 2018/2019 out of 104 total EL students, there were 22 RFEPs for a rate of 21%. - In 2018/2019 out of the 104 total EL students, there were 7 RFEPs who were also SPED for a rate of 6.73%. - In 2017/2018 out of 95 total EL students, there were 11 RFEPs for a rate of 10.5%.	- In 2019/2020 we will have a 1% increase in the number of students who RFEP from 21% to 22%. - In 2019/2020 we will have a 1% increase in the number of students who RFEP and are also SPED from 6.73% to 7.73%.
Show growth on the English Learner Progress Indicator (CA School Dashboard).	Establish baseline data in 2019/2020	In 2020/2021 increase one performance level in comparison to 2019/2020 on the California Dashboard.
Decrease the number of Long Term English Learners.	2017/2018 from the total of 362 Ever ELs, 62 were LTELs. 17.1% of our total ELs were LTELs.	In 2018/2019 our LTELs will decrease by 2%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• 2016/2017 from the total 336 Ever ELs, 52 were LTELS. 15.5% of our total ELs were LTELS. • There was a 1.6% increase in our LTELs from 2016/2017 to 2017/2018.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a focus on English Learners and students with disabilities.

Strategy/Activity

Implement research based instructional strategies and supports to improve EL performance.
- Provide newcomer EL support with additional para.
- Provide teachers with professional development on differentiation of instruction and strategies to support EL's.
- Structured collaboration time for English/ELD teachers to discuss EL progress and develop strategies.
- ELERT meetings with stakeholders to discuss EL performance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,000	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

After analysis of our local school data it was determined that we have the following were needs; increasing meaningful stakeholder engagement/communication through various committees and school events to increase parent satisfaction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	• In 2018/2019 we will determine baseline data. • ELAC is 100% Hispanic. • SSC is 11% Asian, 33% Hispanic, & 55% white. • Boosters is 100% white.	In 2019/2020: • Our ELAC will be have representation from 1 other EL population, along with Hispanic population. • SSC will be at least 50% Hispanic. • Boosters will include at least 25% Hispanic representation.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators	In 2018/2019 we will determine baseline data.	Baseline will be established.
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	In 2018/2019 we will communicate with all parents through a weekly phone call in English and Spanish.	In 2019/2020 we will increase our communication to include an email in English and Spanish.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on English Learners and students with disabilities.

Strategy/Activity

Increase communication and educational outreach to parents/guardians through various school efforts.
- Student Conferences, AVID and Science Nights, Open House, and Back to School Nights.
- Spanish and English communication through phone and email, social medial platforms, and marquee sign.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1433	Title I Part A: Parent Involvement
3,145	Supplemental/Concentration
1,000	Site Discretionary

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$63,234
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$210,599.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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 Part A: Basic Grants Low-Income and Neglected	$61,801.00
Title I Part A: Parent Involvement	$1,433.00

Subtotal of additional federal funds included for this school: $63,234.00

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 ($)
Site Discretionary	$36,720.00
Supplemental/Concentration	$110,645.00

Subtotal of state or local funds included for this school: $147,365.00

Total of federal, state, and/or local funds for this school: $210,599.00

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

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Gurkamal Jagpal	Principal
Geoff Hulbert	Classroom Teacher Other School Staff
Laura Villegas	Classroom Teacher
Jade Boots	Classroom Teacher
Maria Robles	Other School Staff
Robert Hurts	Parent or Community Member
Susan McCormick	Parent or Community Member
Iris Ramirez (Grade 8)	Secondary Student
Adriana Orozco (Grade 8)	Secondary Student
Chanelle Mantos (Grade 8)	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
Maria Ce.	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 5/15/2018.

Attested:

Gurkamal Ja	Principal, Gurkamal Jagpal on 5/7/19
Rbert D. Hurt	SSC Chairperson, Susan McCormick (Robert Hurt signed in absence of Susan) on 5/7/19