School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lee Middle School	57727100000000	5/4/22	5/26/22

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 schools 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

Lee Middle School's Site Council meets at least 5 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participate in the needs assessment process, and develop and approve the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Lee Middle School including ELAC (English Learner Advisory Committee), School Site Council, staff, and and with students. Each meeting included an in-depth review of the most recent California School Dashboard data for Lee Middle School students' academic performance, attendance, reclassification rate, and suspension rate. Groups also reviewed site-based data such as grades, attendance, student surveys, etc. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

Student Input

Student input was gathered through a survey focused on Academic Achievement and School Climate, of which 360 students responded. Student focus groups were created, with a balanced representation of student groups including our Students with Disabilities and English Learner subgroups. 140 students participated in the focus group process. Student focus groups completed a needs assessment by reviewing survey, academic, and local data. Students identified Academic Achievement as an area of concern. Students then provided an analysis of causes, and

collaborated to provide recommendations to improve outcomes for students. As a follow up, our student advisory committee met in early April, reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions as well as all of those from the focus groups, and provided feedback on the strategies chosen for implementation.

Students made many great suggestions and provided feedback through surveys and the Student Advisory Council participated in a red/green/yellow activity to inform actions they thought we should stop, keep, or change. In the area of Academics and Student Support, students provided positive feedback for continuing our focus on AVID Schoolwide WICOR strategies and STEM and VAPA offerings. They wanted to see more relevant materials used in classes and for us to bring back Career Day and more College and Career activities and field trips. They also provided positive feedback on the use of the Character Strong SEL Curriculum and wanted that to continue with the weekly lessons. They also provided positive feedback for our PBIS/Wildcat Way system and want to see that continued and expanded. While they also appreciate the Wildcat Wellness Center, they would like more access to group counseling with different types of groups both academically and socially in place. Students also want more academic support to be provided within the school day The input we received from students directly shaped actions under the SPSA strategies in all goal areas with more emphasis on additional materials and supplies, continuing the WICOR work we have implemented, more access to field trips and other experiential activities and new academic support that will be available to students within the school day.

Additional needs assessments were conducted. On March 2nd and March 9th, teams of Lee Middle School staff conducted an in - depth review of Lee Middle School students' performance data, identified Academic Achievement as an area of need, and proposed actions and strategies to support these needs. Areas of concern included low achievement in ELA and Math on the CA Dashboard as well as on district assessments. Needs assessment meetings were also held with ELAC on March 30th and with School Site Council on February 23rd. In all meetings, student Academic Achievement was identified as the primary need in addition to Social Emotional Support and School Climate and Culture work. Throughout the needs assessment process, each group discussed information and developed ideas for all students as well as specific ideas to support our Students With Disabilities, since that is the subgroup that has identified Lee in need of ATSI support. Feedback received related to our Student With Disabilities group indicated a need to focus on a more effective intervention plan for them as well as providing enriching experiences in a different way since many are not able to take elective classes due to the need for Directed Studies Support.

ELAC and staff reviewed the SPSA on April 13th, and provided additional feedback. School site council reviewed the plan on April 27th, considered recommendations and feedback from all groups, and finalized/approved the SPSA on April 27th.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.61%	0.63%	0.5%	4	4	3
African American	0.92%	1.25%	1.3%	6	8	8
Asian	3.52%	2.19%	1.6%	23	14	10
Filipino	0.46%	0.16%	0.2%	3	1	1
Hispanic/Latino	72.32%	71.16%	73.6%	473	454	455
Pacific Islander	0.61%	0.63%	0.5%	4	4	3
White	20.03%	21%	18.3%	131	134	113
Multiple/No Response	1.22%	1.57%	2.4%	8	10	15
			Total Enrollment	654	638	618

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	321	324	313
Grade 8	333	314	305
Total Enrollment	654	638	618

Conclusions based on this data:

1. Our overall student enrollment for the last 3 years from 2018-19 to 2020-21 has dropped from 654 to 618 students. Families continue to pursue open enrollment in an effort to position their students to attend their high school of choice.

2. Demographic groups have remained relatively consistent. Our Hispanic/Latino population continues to be our largest demographic group with over 70% of our students belonging to this demographic with White students being our second largest demographic group at just over 18%.

3. The number of 7th and 8th grade students has remained relatively consistent over the past 3 years. Cohorts are relatively stable. The largest drop is among 8th grade students, having lost 28 students at the 8th grade year between 18-19 and 20-21.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	95	86	93	14.5%	13.5%	15.0%
Fluent English Proficient (FEP)	267	253	233	40.8%	39.7%	37.7%
Reclassified Fluent English Proficient (RFEP)	11	33	36	10.5%	34.7%	41.9%

Conclusions based on this data:

1. Our total population of English Learners (EL) has remained pretty consistent over the last 3 years with a total of 90-ish ELs making up between 13.5-15% of our total school population.

2. Our total population of fluent English proficient students has declined over the last 3 years by 34 students total/3.1%.

3. Our total population of reclassified fluent English proficient students rebounded after a large decrease in the 18-19 school year for a 3-year average of 29% of EL students reclassified. The number has quadrupled since the 18-19 school year.

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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	319	301	305	314	294	0	314	294	0	98.4	97.7	0.0
Grade 8	322	321	303	311	320	0	310	317	0	96.6	99.7	0.0
All Grades	641	622	608	625	614	0	624	611	0	97.5	98.7	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students																	
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2512.	2503.		8.92	5.10		25.16	26.53		28.66	29.93		37.26	38.44	
Grade 8	2519.	2523.		5.81	5.05		27.74	28.08		28.71	32.18		37.74	34.70	
All Grades	N/A	N/A	N/A	7.37	5.07		26.44	27.33		28.69	31.10		37.50	36.50	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	15.92	9.28		41.72	46.39		42.36	44.33	
Grade 8	12.26	12.70		42.58	44.44		45.16	42.86	
All Grades	14.10	11.06		42.15	45.38		43.75	43.56	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	15.29	10.27		46.18	54.45		38.54	35.27	
Grade 8	13.23	9.21		45.16	57.78		41.61	33.02	
All Grades	14.26	9.72		45.67	56.18		40.06	34.10	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	8.28	7.53		62.74	66.78		28.98	25.68	
Grade 8	11.29	7.94		61.29	68.89		27.42	23.17	
All Grades	9.78	7.74		62.02	67.87		28.21	24.38	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	17.83	14.78		52.23	50.17		29.94	35.05	
Grade 8	14.84	15.87		50.00	49.52		35.16	34.60	
All Grades	16.35	15.35		51.12	49.83		32.53	34.82	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Lee Middle School has continued to increase percentage of students tested each year with 98.7% tested in 2018-19. No students tested in 20-21 due to SBAC not being administered at the middle school level in WJUSD that year.

2. Student achievement remains relatively flat across all areas over the past 3 years in English Language Arts (ELA), for both 7th and 8th grades. There was a slight increase in ELA proficiency in percentage of students in the "standards met" and "standards nearly met" categories from 17-18 to 18-19.

3. Lee Middle School continues to see a large portion of students (36.5%) not meeting standards in ELA, with 31.1% nearly meeting and 32.4% meeting or exceeding standards. This would indicate a need to develop intensive interventions for students in the area of ELA who are below standard as well as full implementation of the newly adopted curriculum and Tier 1 intervention for all students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	319	301	305	309	291	0	309	291	0	96.9	96.7	0.0
Grade 8	322	321	303	309	315	0	309	315	0	96	98.1	0.0
All Grades	641	622	608	618	606	0	618	606	0	96.4	97.4	0.0

Overall Participation for All Students

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2489.	2491.		8.41	7.90		15.21	13.75		26.54	31.96		49.84	46.39	
Grade 8	2523.	2501.		10.03	10.79		19.42	12.70		29.77	25.08		40.78	51.43	
All Grades	N/A	N/A	N/A	9.22	9.41		17.31	13.20		28.16	28.38		45.31	49.01	

Overall Achievement for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	13.59	11.15		28.48	32.40		57.93	56.45	
Grade 8	19.81	13.27		35.39	29.13		44.81	57.61	
All Grades	16.69	12.25		31.93	30.70		51.38	57.05	

Concepts & Procedures
Applying mathematical concepts and procedures

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	9.71	8.25		42.39	44.67		47.90	47.08	
Grade 8	9.74	11.86		49.03	37.82		41.23	50.32	
All Grades	9.72	10.12		45.71	41.13		44.57	48.76	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	9.06	9.00		54.05	55.02		36.89	35.99	
Grade 8	13.31	9.62		53.25	50.32		33.44	40.06	
All Grades	11.18	9.32		53.65	52.58		35.17	38.10	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Lee Middle School continues to test a high percentage of students, with 97.4% of students tested in 2018-19. No students tested in 20-21 due to SBAC not being administered at the middle school level in WJUSD that year.

2. Math achievement has remained relatively flat over the past 3 years, with a low number of students scoring at or above standard 22.1% of all students. This would indicate a significant need in the area of math, and should drive our focus moving forward with the need to develop interventions at all tiers to improve student outcomes.

3. Students show the greatest struggle in the area of applying mathematical concepts and procedures with 57% of students scoring below standard, while communicating reasoning is the area of greatest strength with 61.9% of students scoring at or above standard in that area. This would indicate an area of focus on mathematical concepts and procedures within the math curriculum and interventions.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	1452.5	1485.8	1529.3	1444.5	1480.4	1535.7	1460.2	1490.6	1522.5	46	40	52
8	1475.7	1509.9	1525.6	1470.1	1502.0	1519.4	1480.9	1517.4	1531.2	45	39	41
All Grades										91	79	93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	2.50	19.23	30.43	27.50	30.77	36.96	45.00	30.77	26.09	25.00	19.23	46	40	52
8	*	5.13	4.88	37.78	35.90	53.66	26.67	46.15	31.71	*	12.82	9.76	45	39	41
All Grades	*	3.80	12.90	34.07	31.65	40.86	31.87	45.57	31.18	24.18	18.99	15.05	91	79	93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	12.50	38.46	36.96	47.50	36.54	*	15.00	9.62	*	25.00	15.38	46	40	52
8	24.44	10.26	24.39	42.22	43.59	41.46	*	30.77	24.39	*	15.38	9.76	45	39	41
All Grades	21.98	11.39	32.26	39.56	45.57	38.71	20.88	22.78	16.13	17.58	20.25	12.90	91	79	93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	2.50	19.23	52.17	52.50	59.62	32.61	45.00	21.15	46	40	52
8	*	7.69	7.32	48.89	69.23	78.05	31.11	23.08	14.63	45	39	41
All Grades	17.58	5.06	13.98	50.55	60.76	67.74	31.87	34.18	18.28	91	79	93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	30.43	37.50	65.38	52.17	42.50	21.15	*	20.00	13.46	46	40	52
8	40.00	28.21	46.34	46.67	58.97	46.34	*	12.82	7.32	45	39	41
All Grades	35.16	32.91	56.99	49.45	50.63	32.26	15.38	16.46	10.75	91	79	93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	2.50	11.54	*	35.00	28.85	80.43	62.50	59.62	46	40	52
8	*	10.26	26.83	*	30.77	21.95	75.56	58.97	51.22	45	39	41
All Grades	*	6.33	18.28	14.29	32.91	25.81	78.02	60.76	55.91	91	79	93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
7	*	0.00	5.77	71.74	75.00	76.92	*	25.00	17.31	46	40	52
8	*	0.00	0.00	75.56	92.31	90.24	*	7.69	9.76	45	39	41
All Grades	*	0.00	3.23	73.63	83.54	82.80	18.68	16.46	13.98	91	79	93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Lee Middle School students showed an increase in all areas on the English Language Proficiency Assessments for California (ELPAC) from 2017-18 to 2018-19. No students tested in 20-21 due to SBAC not being administered at the middle school level in WJUSD that year.

2. For overall language in 2018-19, 3.8% were at Level 4, 31.65% were at Level 3, 45.57% were at Level 2, and 18.99% were at Level 1. Compared with previous year's data, it appears students are progressing with the biggest gains in the Level 2 band.

3. Students made gains in the areas of writing and reading domains, however student achievement in the oral language, speaking, and listening domains continue to be a concern and should be an area of focus within the English Language Development (ELD) program.

School and Student Performance Data
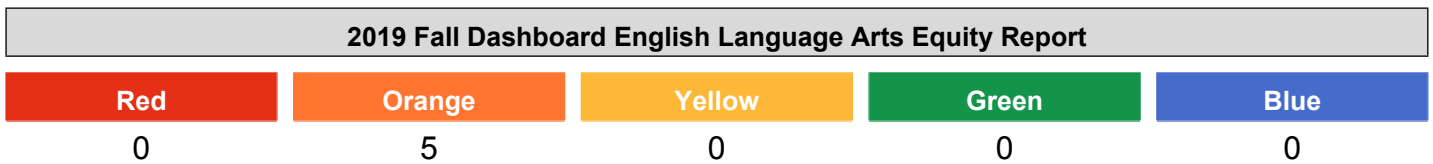
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
618	**61.2**	**15.0**	**1.0**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	93	15.0
Foster Youth	6	1.0
Homeless	5	0.8
Socioeconomically Disadvantaged	378	61.2
Students with Disabilities	99	16.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.3
American Indian or Alaska Native	3	0.5
Asian	10	1.6
Filipino	1	0.2
Hispanic	455	73.6
Two or More Races	15	2.4
Native Hawaiian or Pacific Islander	3	0.5
White	113	18.3

Conclusions based on this data:

1. Lee Middle School has 15% of our overall population identified as English Learners (EL). With such a large percentage of EL students, it is important to train ALL teachers in the English Language Development (ELD)

Standards and specific strategies to help our EL students progress in English acquisition. Continuing to implement the EL Roadmap is a priority as well as increasing the use of EL Shadowing Strategies.

2. Lee Middle School has 16% of our students identified as students with disabilities (SWD). With such a large percentage of SWD, it is important to train ALL teachers in Universal Design for Learning (UDL) and differentiation strategies to ensure access to the general education curriculum, and to ensure adequate supports are in place to serve our SWD. Supporting and improving co-teaching partnerships as well as push-in paraprofessional support will continue be a focus as well as continuing developing intensive interventions in the Directed Studies classes.

3. Lee Middle School continues to have large numbers of Socioeconomically Disadvantaged (SED) students (61.2%) and our largest ethnic group is Hispanic at 73.6%. With such large numbers, it is vital to ensure culturally relevant content and environment development as well as additional supports for our SED students both within and outside of the school day so they feel connected and represented in our school and curriculum.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. According to the dashboard indicator our suspension rate has improved to yellow, but is still in need of improvement. Implementation of Social-Emotional Learning Curriculum, Restorative Practices, and Trauma-Informed training as part of a comprehensive Multi-Tiered System of Support will be prioritized.

2. According to the dashboard indicator our Math and English Language Arts (ELA) performance is in the orange and in need of improvement. Professional Learning Communities work will need to be strengthened so staff ensures ALL students learn at high levels in a data-driven systemic approach.

3. According to the dashboard indicator our chronic absenteeism measure dropped into the red and in significant need of improvement. A comprehensive attendance plan will need to be developed and implemented to impact these numbers.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
45.1 points below standard	80.6 points below standard	Less than 11 Students
Maintained -2 points	Increased ++10.1 points	
610	220	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students	58.5 points below standard	109.4 points below standard
	Maintained -0.3 points	Increased Significantly ++17 points
	425	102

2019 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	Less than 11 Students	3.1 points above standard	Less than 11 Students
		Increased Significantly ++33.5 points	
		23	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
54.2 points below standard	Less than 11 Students	Less than 11 Students	12.1 points below standard
Maintained -2.9 points			Declined -4 points
444			118

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
140.2 points below standard	61.7 points below standard	38.4 points below standard
Maintained ++1.5 points	Maintained -1.5 points	Declined -9.7 points
53	167	272

Conclusions based on this data:

1. Overall, English Language Arts (ELA) performance remained relatively flat with all subgroups scoring in the orange. Overall performance remains low at 45 points below standard. Continuing to implement and further develop our Professional Learning Community practices will be important to ensure ALL students learn at high levels.

2. English Learner (EL) students saw a significant improvement of 10.1 points from previous year taking them from red to orange. Overall performance remains low at 80.6 points below standard. We need to continue identified strategies that are working and continue to develop others to support our EL students.

3. Students with Disabilities (SWD) also saw a significant improvement of 17 points from previous year taking them from red to orange. Overall performance remains low at 109 points below standard. We need to continue identified strategies that are working and continue to develop others to support our students with disabilities.

School and Student Performance Data
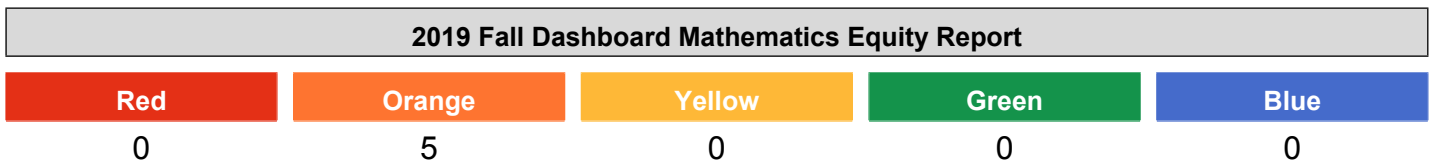
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
76.1 points below standard	110.9 points below standard	Less than 11 Students
Declined -7.2 points	Increased ++8.3 points	
601	216	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students	89.9 points below standard	147.4 points below standard
	Maintained -1.4 points	Increased Significantly ++19.7 points
	417	100

2019 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	Less than 11 Students	18.9 points below standard	Less than 11 Students
		Increased ++12.9 points	
		23	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
88 points below standard	Less than 11 Students	Less than 11 Students	40.4 points below standard
Declined -7.7 points			Declined -9 points
435			118

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
164 points below standard	94.5 points below standard	68.6 points below standard
Increased ++7.1 points	Declined -6.3 points	Declined Significantly -15.9 points
51	165	269

Conclusions based on this data:

1. Math achievement overall remains low in the orange at 76.1 points below standard; a decline of 7.2 points from previous year. This indicates that math should be a primary area of focus for us this year. Our Math PLCs will need more collaborative time to analyze data and respond to student needs.

2. Our English Learner (EL) students saw an increase of 8.3 points, taking them from red to orange, however still remain very low at 110.9 points below standard. We need to continue what has accounted for our increase in this area, and continue to implement additional strategies specific to supporting our English Learners in math classes.

3. Our Students with Disabilities (SWD) saw a significant increase of 19.7 points, however still remain very low at 147.4 points below standard. We need to continue what has accounted for our increase in this area, and continue to implement additional strategies specific to supporting our students with disabilities in math classes.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
45.3 making progress towards English language proficiency
Number of EL Students: 75
Performance Level: Medium
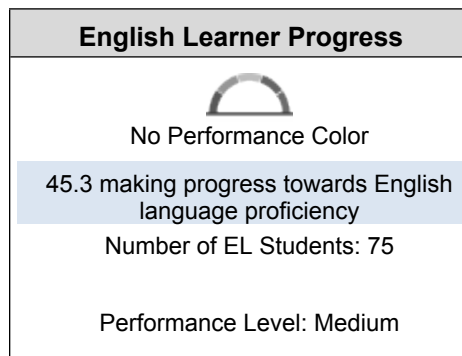
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.6		2.6	42.6

Conclusions based on this data:

1. There are a total of 75 English Learner students at Lee Middle School. Overall performance level for English Learner (EL) students is Medium.

2. 45.3% of our English Learners are making progress toward English Language proficiency. We need to further drill down into our data to isolate why some students are progressing and others aren't and implement a plan to accelerate the progress of all English Learners.

3. 32% of our English Learners progressed one level or more, 23% maintained levels, and 20% declined one level. Renewed focus needs to be placed on English acquisition for our English Learner students. We need to continue to implement EL Shadowing strategies schoolwide to ensure our EL students have opportunities to engage in rigorous academic talk and evidence-based strategies for improvement.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
3	1	1	0	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
16.8	20	Less than 11 Students
Increased Significantly +3.7	Increased +10.7	
674	100	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students	19.8	27.7
	Increased Significantly +5.7	Increased +0.7
	475	119

2019 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
Less than 11 Students	Less than 11 Students	21.7	Less than 11 Students
		Increased +13.7	
		23	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Yellow
16.2	27.3	Less than 11 Students	16.3
Increased Significantly +4.2	11		Declined -2.4
487			135

Conclusions based on this data:

1. Overall, Lee Middle School's chronic attendance increased significantly from previous year by 3.7 points for a total of 16.8 percent of students chronically absent putting us in the red category.

2. Hispanic (+4.2%; 16.2% overall) and Socioeconomically Disadvantaged (+5.7%; 19.8% overall) subgroups significantly increased and are in the red category. We will need to focus on these specific populations in our comprehensive attendance plan and develop strategies to target these populations.

3. English Learners, who had been in the green previously, increased by 10.7% for a total of 20%. We will need to dive into the causes and develop specific additional supports and outreach to our EL families to ensure these numbers improve.

School and Student Performance Data

Academic Engagement
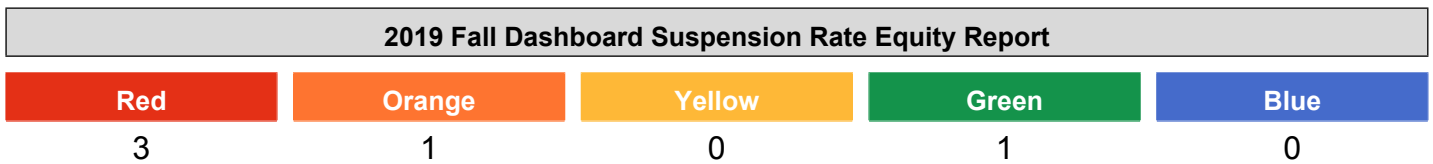## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	1	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
11.5	15.8	Less than 11 Student
Declined -1.5	Increased +3	
680	101	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students	13.4	21.7
	Declined -1.3	Increased +4.7
	479	120

2019 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
Less than 11 Students	Less than 11 Students	4.2	Less than 11 Students
		Increased +4.2	
		24	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Green
13	0	Less than 11 Students	7.4
Increased +0.9	11		Declined -8.6
491			135

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	13	11.5

Conclusions based on this data:

1. The dashboard shows a decline of 1.5% in the suspension rate, putting Lee Middle School in the yellow overall.

2. Hispanic students (13% overall) and English Learners (15.8% overall) saw increases in suspension rates putting them into the red category while White students (7.4% overall) saw a decrease (-8.6%) and are in the green. This gap is concerning as it shows nearly double the percentage of Hispanic and EL students suspended when compared with their white counterparts. These populations need to be carefully considered and specific plans developed to address the gap with regard to suspension. Tier 1 Restorative Classroom level training and de-escalation strategies must also be developed in addition to enhancing our Positive Behavior Intervention and Support system.

3. Students with Disabilities have the highest suspension rate overall at 21.7%, and showed an increase of 4.7% overall, putting them in the red category. Additional training is needed for staff in working with our SWD with regard to suspension rates, de-escalation and developing a more restorative classroom climate.

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

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

After analysis of Dashboard data, and the comprehensive needs assessment with school stakeholders, the identified need was improving ELA and Math performance overall with a specific focus on English Learner and students with disabilities and providing differentiation and universal design for learning while providing more opportunities for meaningful engagement in college and career related activities and supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase fidelity of Professional Learning Community (PLC) protocols within grade level subject matter PLCs.	This is a new metric for the 22-23 school year. Currently all departments have aligned essential standards and are working on common assessments (many have developed these during the 21-22 school year. Some departments currently engage in data analysis.	All departments will have aligned essential standards, common assessments, and data analysis protocols for each unit in place by the end of the school year.
Number of students who participate in Visual and Performing Arts.	170 Students participated in Visual and Performing Arts classes during the 21-22 School Year. Courses offered include Intermediate Band, Advanced Band, Mariachi, Strings, Guitar, Choir, and Arts & Media.	We anticipate this number may drop in the 2022-23 school year with overall lower enrollment in music classes as pandemic classes matriculate through Lee after not participating in elementary school. We will endeavor to create additional opportunities for students to access Visual and Performing Arts activities to make up for these losses.
Increase numbers of students participating in meaningful college and career experiences through participation in the	504 students participated in meaningful college/career experiences during the 21-22	Increase number of students participating in opportunities during the school day and outside of the school day in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Advancement Via Individual Determination (AVID) Program, Career Technical Education (CTE) courses, Early Academic Outreach Program (EAOP) and similar programs, Mathematics Engineering Science Achievement (MESA) classes, college and other field trips, Guest Speakers and Career Day.	school year with opportunities still to come: CTE 8th Grade Courses=81 CTE Career Course=62 AVID Program=90 AVID Excel Program=74 EAOP=51 & ETS=11 MESA Class=45 (+10 after school club) Art Clubs=35 College Field Trips=45 (as of 3/31 with two more trips planned) Schoolwide Career Day planned for May	meaningful college and career experiences 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 , English Learners.

Strategy/Activity

Improvement Strategy 1.1: Deepen our work around rigorous, accessible learning for all through high quality collaboration, data analysis and embedded supports.

1.1.1 Provide supplies, technology and copies to support intervention and differentiation needs of students including supplemental materials to ensure every student has access to intellectually rich, culturally relevant materials and environments
1.1.2 Provide high-quality professional development in evidence-based instructional strategies to support teacher and paraprofessional capacity
1.1.3 Ensure effective Professional Learning Community (PLC) collaborative structures and time for teachers to engage in collaborative work, data inquiry cycles, and implementation of specific strategies to address the needs of our English Learners and Students With Disabilities.
1.1.4 Support Schoolwide Implementation of Advancement Via Individual Determination (AVID) WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies to build system of rigor.
1.1.5 Strengthen support to new teachers and staff members, and guest teachers.

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)
34,824	Supplemental/Concentration
28,220	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 2
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 , English Learners.

Strategy/Activity

Improvement Strategy 1.2: Increase the number of opportunities for student exploration of college and career options.

1.2.1 Continue to support implementation of the Advancement Via Individual Determination (AVID) program
1.2.2 Provide support for College and Career Awareness and real-world applications
1.2.3 Support creative efforts to provide additional opportunities for student participation in Visual and Performing Arts activities.

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)
1,750	Supplemental/Concentration
23,120	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

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

Overall we were able to meet the intention of our 2021-22 SPSA strategies for Goal 1 this year. While this year provided many challenges, we kept our focus on implementing our plan. The strategies in Goal 1 were all about providing the materials, technology, training and support for our

students and staff which we were able to do to a great extent. We were able to see the effectiveness of these strategies in classrooms throughout the campus as teachers implemented their new learning and collaborated to benefit students and in the growth of our AVID program and overall success of our AVID students.

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

Although we stuck to the intended implementation of our 2021-22 SPSA, the special challenges we faced this year caused some differences between the specific actions and budgeted expenditures during the 2021-22 school year. For example, we had to spend a great deal more than anticipated on supporting multiple vacancies caused by teacher resignations and medical leaves with additional collaboration time and new teacher support. We did continue and expand on our intention to provide collaboration time to our staff, which helped them to work together to strengthen instruction, implement professional development, analyze data and continue to develop Guaranteed Viable Curriculum. Some departments took full advantage, while others did not and it was challenging to provide collaboration time during the school day with the lack of substitute teachers available, and some teachers not wanting to participate in collaboration after hours. We also met our intentions to deepen AVID implementation on our campus as many of our staff members had the opportunity to attend the Summer AVID Digital XP training and monthly workshops offered by Sacramento County Office of Education's AVID team. Teachers more readily called out the WICOR strategies they were using in their classrooms, and the AVID Site Team provided additional training and support in the areas of Collaboration and Organization.

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.

Much of Goal 1 remains the same as we still have a need to ensure staff have access to quality professional development and effective collaborative structures to continue improving instruction. We will continue to develop our Professional Learning Community (PLC) structures as well as continue providing professional development in the areas of AVID and Universal Design for Learning (UDL) for schoolwide implementation. In addition, we will continue to expand our college and career applications next year to ensure all students have access to the information and support they need to develop their pathway through and beyond high school.

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

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

After analysis of our local school Dashboard and local data, it was determined that the following were needed: increased student opportunities for intervention and extended learning (especially with regard to our Students with Disabilities and English Learners), and continue the work of building and maintaining a positive school culture and climate for all students. A more positive 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
Performance level on ELA (English Language Arts) and Math Academic Indicator.	CA Dashboard indicators show LMS in the Orange category for both ELA and Math for the 2018-19 school year. For 2018-19, the dashboard indicated LMS was 45.1 points below standard in ELA For 2018-19, EL students were 80.6 points below standard in ELA For 2018-19, SWD were 109.4 points below standard in ELA For 2018-19, the dashboard indicated LMS was 76.1 points below standard in Math For 2018-19, EL students were 110.9 points below standard in Math For 2018-19, SWD were 147.4 points below standard in Math	Our target for ELA and Math on CAASPP is 7 points overall, with expected accelerated growth for our EL and SWD populations of at least 5 additional points.
Performance level on English Learner Progress Indicator	In 2018-19, 45.3% of our English Learners were	Our target is to increase the percentage of English Learners

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	progressing towards proficiency in the English language.	making progress towards proficiency in the English Language to at least 50%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	In 2018-19, 32% of students met or exceeded the Standards on the SBAC English Language Arts test.	Our target is to increase the percentage of students meeting or exceeding Standards on the SBAC English Language Arts test by 5%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	In 2018-19 22% of students met or exceeded the Standards on the SBAC Math test.	Our target is to increase the percentage of students meeting or exceeding Standards on the SBAC Math test by 5%.
Number of students who are chronically absent	The 2019 chronic absence indicator put LMS in the Red category with 16.8% of students chronically absent. This was an increase of 3.7% from the previous year. In the 2018-19 school year 53 students were chronically absent and in the 2019-20 school year 65 students were chronically absent. While we hoped to reduce chronic absence to less than 10% of our school population, mandated absences for Covid Symptoms and actual Covid cases largely prevented that from happening this year. For the 2020-21 School year, 60 students were counted as chronically absent which represented 9.5% of the total school population. 11.9% of Students with Disabilities were chronically absent while 13.4% of English Learners were chronically absent.	We hope to reduce chronic absence to less than 10% of our school population, and feel that we can if conditions continue to improve with the pandemic.
Student sense of safety and school connectedness	On the 2018-19 CHKS, 64% of students felt safe or very safe at school	Increase percentage of students feeling safe or very safe at school to 70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	On the 2018-19 CHKS, 65% of students reported feeling highly connected to school Our overall SCI score for 2018-19 was 266, representing a drop of 36 points from the previous year.	Increase percentage of students feeling highly connected to school to 70% Increase overall SCI score by 34 points to get to 300
Suspension rate	Our suspension rate in 2018-19 was 11.5%, which put LMS in the Yellow category on the dashboard. It was a decrease of 1.5% from the previous year. For the 2020-21 school year 5 students or .8% were suspended.	Our target is to reduce the suspension rate by 3% to 8.5% or less.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	On the 2018-19 CA Healthy Kids Survey, parents responded "agree or strongly agree" to the following questions: School encourages me to be an active partner with the school in educating my child-83% School staff treats parent with respect-87% School keeps me well informed-88% School promotes Academic Success for All students-87% Learning Environment is supportive and inviting-92% School has adults that really care about students-92% School has high expectations for all students -74% School is a safe place for students-89% School provides quality counseling supports or students with social/emotional needs-51% School provides opportunities for meaningful student participation-79%	Our target is to maintain this high level of parent satisfaction, and work on the areas of improving counseling supports and meeting students' social emotional needs.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students with improved academic performance, attendance, and/or suspension numbers for students receiving Tier 2 or 3 Interventions.	Create a baseline in 2021-22 School Year.	Improve baseline percentage by 10% or more.

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

Improvement Strategy 1: Ensure implementation of Academic Response to Intervention (RtI)/Multi-tiered System of Support (MTSS) at all levels of need.

2.1.1 Continue to implement a comprehensive multi-tiered system of support for student's academic needs and accelerate learning to close gaps
2.1.2 Embed academic intervention, enrichment and support into the school day
2.1.3 Implement system to identify, track and collect data with regard to students in need of academic intervention.
2.1.4 Continue to provide academic support for students outside of the school day
2.1.5 Engage parents as partners in academic intervention/enrichment by creating a Parent Engagement Academy
2.1.6 Expand Support for the Science Technology Engineering and Math (STEM) program

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)
3,295	Supplemental/Concentration
66,740	Title I Part A: Basic Grants Low-Income and Neglected
608	Title I Part A: Parent Involvement

Strategy/Activity 2
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 Disabilites.

Strategy/Activity

Improvement Strategy 2: Maintain and improve positive school-wide climate & culture with social-emotional multi-tiered system of support at all levels of need.

2.2.1 Continue support and implementation of schoolwide Positive Behavior Intervention and Support (PBIS)
2.2.2 Continue to develop and strengthen Tier 1 behavioral and social-emotional supports for students
2.2.3 Continue to develop and implement Tier 2/3 behavioral and social-emotional supports for students
2.2.4 Implement comprehensive attendance intervention plan.
2.2.5 Provide Professional Development to staff on Social-Emotional Topics to support students
2.2.6 Create a more appealing and safe physical environment for 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)
27,876	Supplemental/Concentration
3,419.50	Title I Part A: Basic Grants Low-Income and Neglected
300	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Given the importance and need to provide Social-Emotional support to our students throughout this year, as well as accelerating learning loss due to the pandemic we concentrated on building and implementing multi-tiered systems of support for academic and social emotional needs. We expanded on many of our planned actions including continuing to implement a universal screener (although changed to a different screener this year) and provide Tier 2 and 3 services for students who required them in addition to continuing to implement a Tier 1 Social Emotional Learning (SEL) Curriculum with weekly Character Strong SEL lessons. In addition, our counselors worked hard to develop and implement a comprehensive Tier 1 Counseling Curriculum delivering monthly lessons on topics including college and career awareness, bullying prevention, how to improve academic performance, and suicide prevention. Our Tier 2/3 team worked hard to meet the needs of

students, providing interventions such as Check-In/Check-out (CICO), Mentoring using the Check and Connect program, small group counseling on topics such as Anxiety, Grief/Loss, Improving Academic Success, and Self-Empowerment. Our survey data showed this was effective as a large percentage of our students, parents and staff knew what help was available and how to access it, and our screener data showed overall high satisfaction with school experience in the 9 areas measured in both the Fall and Spring. In addition, we continued to refine and implement our Positive Behavior Intervention and Supports (PBIS) program, known as Lee as the Wildcat Way. The Tier 1 PBIS Team worked hard to create and provide lessons for teachers to communicate expectations with students, many of whom were back in person for the first time since the pandemic started. At each break and other times throughout the year, they provided re-teaches of specific behavior skills that our data indicated we needed to reinforce. They also provided monthly "themes" reinforced in classrooms through warmup activities on topics ranging from Kindness and Mindfulness to Preparing for SBAC testing and showing Gratitude. We continued our digital rewards program and expanded our online student store and many students in our focus groups and survey indicated they found it to be a positive experience. In addition, we were able to transition our PAWS (Preparing All Wildcats for Success) 7th grade Orientation and Mentoring program from the virtual to in person offering orientation for our incoming 7th graders for ALL students on the first day of school for the first time. The PAWS Mentors also planned and executed follow up events and meetings for the mentors and 7th graders to offer support throughout the year. We struggled with attendance intervention this year due to Covid, as many students were on mandatory quarantine for having Covid symptoms or testing positive for Covid and our chronic absenteeism rates inevitably rose as a result. To support Academic Intervention, we provided before and after school help for academics as well as started a new Peer Tutoring program at lunch due to a desire expressed at a Student Advisory Committee meeting. We also supported the after school English Learner Academy beyond the time supported by the district. We continued to work toward creating support embedded into the school day with teachers providing time for intervention prior to each grading period. We are currently finalizing a more robust intervention plan to present to staff. We trained staff in learning acceleration strategies focusing this year on Teacher Clarity, Feedback to students, and embedded Academic Discourse and Collaboration strategies. Walkthroughs showed great progress in these areas from previous years.

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

We struggled to spend all of the funds originally dedicated to this Goal due to many factors including lack of subs, difficulty hiring permanent staff, teachers not taking advantage of extra duty hours offered and additional intervention funding being provided to our school site. We shifted our focus to procuring intervention materials and programs and less on direct services and training as we had planned, however we feel this will lay the foundation for the work next year.

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.

Changes will be made in expanding our academic intervention/enrichment program and embedding additional academic and social-emotional supports into the school day as a focus in the 2022-23 school year. We are using additional funding to add intervention sections to our master schedule where teachers will provide push-in or pull-out support to students struggling in English and Math in a systemic way.

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

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

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 English Learners (EL) and show growth in the EL progress indicator, while decreasing the number of Long Term English Learner (LTEL) students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	15 students were reclassified during the 2020-21 school year, our reclassification rate was 17.4%. This year we have changed practice to do alternative reclassification meetings throughout the year. So far this year 15 students have been reclassified as R-FEP, however the district put a hold on alternative reclassifications until after ELPAC testing is complete. We will have to wait until we have that data to see how many students total will reclassify this year.	Increase the percentage of students reclassifying by 5%
English Learner Progress Indicator	The baseline set on the 2018-19 Dashboard is that 45.3% of English Learner students are making progress. There is no update for this year because of the suspension of the CA dashboard.	Increase the percent of English Learner students that are making progress by 5% for a total of more than 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of long term English Learners (middle and high school only)	Currently we have 81 Long Term English Learners, 217 Redesignated Fluent English Proficient (RFEP) students, and 10 newcomer students for a total of 310 Ever ELs. LTELS represent 26% of the total. We won't have an update on these numbers until ELPAC testing has been completed and reclassifications have happened at the end of the year.	Decrease the percentage of our cohorted English Learners who are Long Term English Learners by 5%
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Our baseline rating on Principle 1 of the English Learner Roadmap is as follows: 2 for Language and Culture as assets 2 for no Single English Learner Profile 2.5 for school climate is affirming, inclusive and safe 1.5 for strong family and school partnerships 1.5 for supporting ELs who are dually identified as Students With Disabilities	Improve baseline rating on Principle 1 by .5 or more in each area

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)

English Learners (EL)

Strategy/Activity

Improvement Strategy 1: Implement evidence-based instructional strategies, collaborative structures and supports to improve EL performance.

3.1.1 Provide all English Learner students with consistent support in addition to designated English Language Development (ELD) classes
3.1.2 Provide support for implementation of AVID Excel Program
3.1.3 Provide targeted Professional Development specific to the needs of English Learner students

- Professional Development/coaching- English Learner Specialist to model and collaborate with staff to implement research based instructional strategies for integrated ELD instruction in content areas, as well provide Professional Development
- Identify students by language proficiency. EL Specialist to collaborate and provide Professional Development focused on intervention and differentiation to meet students needs by proficiency level during content instruction

3.1.4 Provide structured collaboration time for English Learner Professional Learning Community (PLC)

3.1.5 Create and support engaging opportunities and activities that appeal to our English Learner population

3.1.6 Provide support to Dual Immersion program

3.1.7 Engage EL parents as partners in academic intervention/enrichment through Spanish Language Parent Academy

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)
4,560	Supplemental/Concentration
7,655.50	Title I Part A: Basic Grants Low-Income and Neglected
737	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Goal 3 was implemented as intended throughout this year. We continued to provide support for our English Learners including monitoring, data chats, Intervention/Support coordination with EL Specialist, classroom teachers and administration, English Learner Educational Review Team (ELERT) meetings for those EL students with more than 2 D/F grades with all stakeholders, and providing Intervention opportunities within and outside of the school day in addition to what the district provides. We also fully implemented our AVID Excel program providing support to our long-term English Learner students as well as providing professional development to our teachers in the areas of the English Language Development (ELD) standards and continuing efforts in the area of English Learner Shadowing. In addition, we started a Cooking Club that drew in many of our English Learner students and hosted intramural sports that appealed to our English Learner population. We also supported field trips for our EL students and opportunities for them to interact with guest speakers and provided additional supplemental materials for our new Ethnic Studies

class. We also started a pilot mentoring program this year with some of our EL students to directly support their academic, attendance and behavioral needs. Through our efforts we saw fewer EL students struggling academically as measured by grades at each grading period.

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

There were only minor differences between the intended implementation and budgeted expenditures. We shifted part of the budget allocated for the English Language Development (ELD)/Dual Immersion (DI) PLC Collaboration to meet other needs since the district provided for 30 hours of collaboration time for those teachers in the Memorandum Of Understanding. We utilized extra funding to continue the after school English Learner Academy beyond what the district provides for because of the effectiveness of the program to ensure students have support throughout the year.

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.

There are no major changes to this goal for 2022-23, but we will be expanding the mentoring program for our English Learner students and are hoping to be able to hire additional college-aged mentors. In addition, we are focusing on additional Professional Development for teachers around the ideas in the English Learner Roadmap and adding more opportunities for our EL students to connect to school through additional clubs and activities. In addition, we will be focusing part of our Professional Learning Community Professional Development this year on data analysis protocols that will allow teachers to look specifically at their EL students' data to better differentiate and determine next steps for EL students who are struggling to meet grade level standards. We will be adjusting our expected outcome to the metric around reducing the number of long-term English Learners to look at cohorts rather than total number since the numbers of LTEL students we receive fluctuates greatly from year to year.

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

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Students, especially under represented groups of students, need experience having their voices heard, and observe actions aligned to their feedback.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	Prior to this year we had developed partnerships with the Woodland Police Department, Woodland Public Library, EAOP Program at UCDavis, ETS Program at UCDavis, MESA program at UCDavis, Yolo Farm to Fork, and the WHS Ag Program. We maintained these partnerships and are currently developing partnerships with the Woodland Opera House, TANA, and Junior Achievement. In addition, the WPD Great program is back on campus in our classrooms for the first time since the pandemic started.	Increase the number of partnerships by at least 2 as opportunities arise.
Number of extracurricular programs offered	Athletics returned to its full schedule this year with Volleyball, Cross Country, Basketball, Soccer and Track and Field offered. We were unable to hire a Wrestling coach, but in partnership with DMS were able to have our	Increase the number of clubs to at least 10 and expand programs to offer co-curricular opportunities in the areas of drama and conflict resolution/peer mediators.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	athletes interested participate on their team. We currently have 2 Leadership Classes, 8 AVID Classes, and a Yearbook class for a total of 11 sections in the master schedule. We added new electives for MESA and Ethnic Studies as well as the newly revamped middle school CTE pathway. Currently over 70 8th Grade students are PAWS mentors. In addition, we also started a peer tutoring program this year at the suggestion of our Student Advisory Committee. We also have active clubs in the following areas: Video Games, Anime, Art, Cooking, Gender Support Alliance, AVID, MESA, and NJHS. Intramural sports competitions have been taking place during lunch, and field trips have started back up as well. We also were able to host schoolwide events such as the Fall Festival, Winter Bash, Spring Fling, a Rally, an Assembly, Career Day and are planning Field Day for the end of the year	
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	In 2022-23 62% of all students provided feedback to the SPSA through participation in the schoolwide survey and 92% of 7th Graders provided input through the CKHS Survey.	Increase percentage of respondents to at least 75% of the student body in 2022-23 survey administration.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	In 2022-23 147 (25%) students provided feedback to the SPSA development through participation in a focus group. In addition, 25 students regularly participated in our Student Advisory Committee meetings and provided ongoing feedback in the SPSA development process.	Meet or exceed the number of students participating in focus groups to provide input for SPSA development in 2022-23.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of participants in co-curricular programs and community service activities	0%/ No data currently available: Create a baseline for the number of students participating in co-curricular programs and community service activities during 2020-21 school year.	Increase baseline number by 10% in 2022-23 school year.

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 will improve from improved instruction, but we will have a focus on English Learners and students with disabilities.

Strategy/Activity

Improvement Strategy 1: Implement programs and strategies to develop student leadership opportunities, meaningful engagement and connection to school and the community.

4.1.1 Implement PAWS program for systemic support and involvement of incoming 7th grade students and leadership development of 8th Graders
4.1.2 Continue support for student leadership development in Leadership, PAWS, Athletic and AVID Programs
4.1.3 Implement Student Advisory Committee to ensure meaningful student participation and provide opportunities for student voice
4.1.4 Provide support for extra and co-curricular programs on campus to support meaningful participation and leadership development
4.1.5 Provide Enrichment Opportunities to Engage students in meaningful involvement in school

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)
3,099	Supplemental/Concentration
9105	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Each year we have been able to grow the numbers of students participating in meaningful engagement opportunities on our campus due to our site plan. This year we expanded our PAWS Mentor program to include even more students and provided an in person Orientation for ALL 7th Graders on the first day of school as well as monthly follow-up activities to support the leadership development of our 8th graders as well as academic and social-emotional support of our 7th Graders. Our Leadership ad AVID classes utilized Character Strong Leadership Curriculum to develop and strengthen their leadership skills while, at the same time, planning and executing meaningful activities throughout our campus for all students. In addition, our Leadership students were able to attend special trainings for their roles as leaders on our campus. The Student Advisory Committee met 5 times this year with a representative from every 4th period class participating in meetings and providing valuable feedback on our school improvement efforts. We also were able to bring back in person activities to engage students and provide connection to school both during the school day and after school.

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

There weren't any major differences between intended implementation and budgeted expenditures. We did have to make minor shifts within strategies due to COVID surges and other events that prevented planned trainings/events from occurring, but kept to the original intent and found replacement trainings/activities with the funding set aside for those purposes.

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.

We revised a couple of strategies in this goal after reflecting on it's first year of implementation. We changed activity 4.1.3 to be more inclusive of the district name of the Student Advisory Committee, but the intent remains the same. We will continue to develop our SAC using the PLUS (Peer Leaders Uniting Students) framework next year as well as the previous Student Senate/RSVP model. This will ensure campus-wide voice and representation in our improvement efforts. We also changed 4.1.5 to focus more intently on providing enrichment experiences for our students. Previously 4.1.5 focused on student-athletes, but we feel we can meet the needs of student athletes under 4.1.2 with the groups named there.

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	$139,905
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	$215,309

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	$138,260
Title I Part A: Parent Involvement	$1,645

Subtotal of additional federal funds included for this school: $139,905

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 ($)
Supplemental/Concentration	$75,404

Subtotal of state or local funds included for this school: $103,280

Total of federal, state, and/or local funds for this school: $215,309

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
Shelley Friery	Principal
Alicia Cummings	Classroom Teacher
Gerardo Hernandez	Classroom Teacher
Staci Turner	Classroom Teacher
Kelly Ragan	Other School Staff
Paul Bridge	Parent or Community Member
Angelica Santillan	Parent or Community Member
Naomy Jiminez	Secondary Student
Payge Wagner	Secondary Student
Honey Luevano	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
Marie Ote	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 5/4/22.

Attested:

Signature	Principal, Shelley Friery on 5/9/22
Signature	SSC Chairperson, Alicia Cummings on 5/9/22