

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	4/26/2023	5/25/23

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
English Learners, Students with Disabilities and Socio-Economically Disadvantaged

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 educational partners (including the principal and other school leaders, teachers, students, 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 .

Educational Partner 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 participates in the needs assessment process, and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple partner groups at Lee Middle School including ELAC (English Learner Advisory Committee), School Site Council, staff, 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 460 students responded as well as data from the CA Healthy Kids Survey, which

98% of our 7th Graders took last Spring. Student focus groups were created, with a balanced representation of student groups including our Students with Disabilities and English Learner subgroups. 150 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, Attendance and Student Engagement as an areas of concern. Students then provided an analysis of causes, and collaborated to provide recommendations to improve outcomes for students. Our student advisory committee made up of a representative from each 4th period class, started the needs assessment process in December, bringing feedback from their classes to discuss data and ideas around Academics, Attendance and Social-Emotional Support. Discussions continued at the January, February and March meetings related to student connectedness, student engagement, and motivation. 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. As a result of the feedback that students in particular gave, several changes were made to our SPSA. In particular, we will be providing an ASB sticker to all students so they can attend school events free of charge. This change came about from our student surveys, Student Advisory Council Meetings, and focus groups where a large portion of our students identified cost as a barrier to attend school events. Another change that came about in part due to student input was to move forward with plans to identify time within the school day where students can get help from teachers, makeup tests, experience intervention and enrichment activities and have more voice and choice over when and how they can get help with their individual needs. Our students also identified activities such as field trips that had a big impact on them, and wanted more access to those opportunities. Overall, our student input led to affirming specific actions, revamping those that they didn't find as impactful, and adding new strategies to improve their experience here at Lee Middle School.

Additional needs assessments were conducted with staff. On February 1st, our Leadership Team met to discuss and analyze data to lead their departments in the needs assessment process. On February 15th and March 8th, department teams of 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. Leadership Team followed up with a discussion of overall trends in suggestions and needs from individual departments to gather a schoolwide perspective. Needs assessment meetings were also held with ELAC on February 22nd and March 29th and with School Site Council on January 23rd and March 13th. 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 English Learners, Socioeconomically Disadvantaged students and Students With Disabilities, since those are the subgroups that have identified Lee in need of ATSI support. Feedback received related to our Student With Disabilities and English Learner groups indicated a need to focus on a more effective intensive 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 AVID Excel and Directed Studies Support.

Staff reviewed the SPSA on April 5th, and provided additional feedback. Student Advisory Council reviewed the SPSA and provided feedback on March 23rd. ELAC and School site council reviewed the plan on April 26th, considered recommendations and feedback from all groups, and finalized/approved the SPSA on April 26th.

Resource Inequities

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

Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing. Lee Middle School, with the support of WJUSD's Educational Services department reviewed staffing and funding, and did not find disparities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.69%	1.48%	3	4	9
African American	1.3%	1.38%	1.65%	8	8	10
Asian	1.6%	2.93%	2.47%	10	17	15
Filipino	0.2%	0.17%	0.33%	1	1	2
Hispanic/Latino	73.6%	75.17%	74.63%	455	436	453
Pacific Islander	0.5%	0.52%	0.66%	3	3	4
White	18.3%	16.21%	15.49%	113	94	94
Multiple/No Response	2.4%	1.38%	2.64%	15	8	16
Total Enrollment				618	580	607

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	313	275	321
Grade 8	305	305	286
Total Enrollment	618	580	607

Conclusions based on this data:

1. Our overall student enrollment for the last 3 years from 2018-19 to 2020-21 has dropped from 638 to 580 students. Families continue to pursue open enrollment in an effort to position their students to attend their high school of choice. Enrollment did increase to 607 this year.
2. Demographic groups have remained relatively consistent. Our Hispanic/Latino population continues to be our largest demographic group with over 75% of our students belonging to this demographic with White students being our second largest demographic group at just over 16%.
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 7th grade students, having lost 38 students at the 7th grade year between 20-21 and 21-22. Enrollment has increased for the 22-23 school year and is increasing even more for the 23-24 school year based on predictions.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	93	102	96	15.00%	17.6%	15.8%
Fluent English Proficient (FEP)	233	199	200	37.70%	34.3%	32.9%
Reclassified Fluent English Proficient (RFEP)	15	14	14	16.1%	13.7%	14.5%

Conclusions based on this data:

1. Our total population of English Learners (EL) has remained relatively constant at between 15 and 17.6% of students over the past three years.
2. Our total population of fluent English proficient students has declined over the last 3 years by 4.8%.
3. Our total population of reclassified fluent English proficient students has remained relatively consistent over the past 3 years. While this number exceeds the state average, we continue to look for ways to increase reclassification. For the 22-23 school year, the number is as of April 1st. We may still be able to reclassify additional students after ELPAC results come in.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	305	278		0	273		0	270		0.0	98.2	
Grade 8	303	304		0	293		0	293		0.0	96.4	
All Grades	608	582		0	566		0	563		0.0	97.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2492.			7.41			19.63			30.00			42.96	
Grade 8		2516.			6.48			27.30			28.33			37.88	
All Grades	N/A	N/A	N/A		6.93			23.62			29.13			40.32	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		7.78			62.96			29.26		
Grade 8		10.92			56.31			32.76		
All Grades		9.41			59.50			31.08		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.61			44.32			45.08	
Grade 8		8.19			45.73			46.08	
All Grades		9.34			45.06			45.60	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.07			65.93			20.00	
Grade 8		9.56			73.72			16.72	
All Grades		11.72			69.98			18.29	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		11.48			58.52			30.00	
Grade 8		11.26			66.89			21.84	
All Grades		11.37			62.88			25.75	

Conclusions based on this data:

1. Lee Middle School has continued to increase percentage of students tested each year with 97.3% tested in 2021-22. No students tested in 19-20 & 20-21 due to SBAC not being administered at the middle school level in WJUSD those years.
2. The percentage of students who are meeting or exceeding standards in ELA dropped by just under 2% from 2018-19, however the number of students exceeding standards actually grew. Students not meeting standards increased by 4%. Lee Middle School continues to see a large portion of students (40.3%) not meeting standards in ELA which would indicate a need to develop intensive interventions for students in the area of ELA who are below standard as well as continuing to strengthen implementation of the newly adopted curriculum and Tier 1 instruction for all students.
3. The percentage of students not meeting standards in Reading actually decreased by 12.48% indicating that as an area of strength, while the percentage of students who are not meeting standards in writing increased by 11.5% indicating that as an area of growth. This indicates we should continue to build on the gains we've made with reading and increase instructional interventions and scaffolds in the area of writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	305	278		0	270		0	269		0.0	97.1	
Grade 8	303	303		0	293		0	290		0.0	96.7	
All Grades	608	581		0	563		0	559		0.0	96.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2473.			6.69			12.64			27.88			52.79	
Grade 8		2464.			5.17			11.03			19.31			64.48	
All Grades	N/A	N/A	N/A		5.90			11.81			23.43			58.86	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		10.41			37.92			51.67		
Grade 8		8.97			37.24			53.79		
All Grades		9.66			37.57			52.77		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.58			52.04			42.38	
Grade 8		4.48			50.00			45.52	
All Grades		5.01			50.98			44.01	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.69			57.62			35.69	
Grade 8		3.79			54.14			42.07	
All Grades		5.19			55.81			39.00	

Conclusions based on this data:

1. Lee Middle School continues to test a high percentage of students, with 96.9% of students tested in 2021-22. No students tested in 19-20 and 20-21 due to SBAC not being administered at the middle school level in WJUSD those years.
2. Math achievement declined significantly post-pandemic with 17.71% of students meeting standards (decline of nearly 5 points). The percentage of students not meeting standards increased by nearly 10 points with 58.86% of students not meeting standards in math. 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 and significant professional development for teachers to improve student outcomes.
3. We have made growth in the area of applying mathematical concepts and procedures (our previous area of greatest need) which declined from 57% to 52.7% of students scoring below standard, while communicating reasoning continues to be our area of greatest strength with 61% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1529.3	1540.7		1535.7	1546.8		1522.5	1534.1		52	49	
8	1525.6	1529.4		1519.4	1536.9		1531.2	1521.5		41	48	
All Grades										93	97	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	19.23	25.00		30.77	37.50		30.77	18.75		19.23	18.75		52	48	
8	4.88	6.25		53.66	52.08		31.71	22.92		9.76	18.75		41	48	
All Grades	12.90	15.63		40.86	44.79		31.18	20.83		15.05	18.75		93	96	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	38.46	31.25		36.54	45.83		9.62	12.50		15.38	10.42		52	48	
8	24.39	25.00		41.46	54.17		24.39	10.42		9.76	10.42		41	48	
All Grades	32.26	28.13		38.71	50.00		16.13	11.46		12.90	10.42		93	96	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	19.23	12.50		59.62	62.50		21.15	25.00		52	48		
8	7.32	6.25		78.05	72.92		14.63	20.83		41	48		
All Grades	13.98	9.38		67.74	67.71		18.28	22.92		93	96		

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	65.38	77.08		21.15	14.58		13.46	8.33		52	48	
8	46.34	54.17		46.34	31.25		7.32	14.58		41	48	
All Grades	56.99	65.63		32.26	22.92		10.75	11.46		93	96	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	11.54	10.42		28.85	45.83		59.62	43.75		52	48	
8	26.83	6.38		21.95	29.79		51.22	63.83		41	47	
All Grades	18.28	8.42		25.81	37.89		55.91	53.68		93	95	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	5.77	8.33		76.92	77.08		17.31	14.58		52	48	
8	0.00	0.00		90.24	89.58		9.76	10.42		41	48	
All Grades	3.23	4.17		82.80	83.33		13.98	12.50		93	96	

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) in 21-22 with the exception of written language for our 8th graders.
2. For overall language in 2021-22, 15.63% were at Level 4, 44.79% were at Level 3, 20.83% were at Level 2, and 18.75% were at Level 1. Compared with previous year's data, it appears students are progressing with the biggest gains in Levels 3 and 4.
3. Students scoring in the Well Developed and Somewhat/ Moderately Developed categories for Oral Language increased by over 7%; in Listening they declined in those categories by 4.6%; in Speaking they have increased by over 30 points since 18-19; and in Reading increased by 2.22%. Writing is consistent with 86% of students in the Well and Somewhat/Moderately Developed categories. Based on this, the lowest area overall continues to be reading and more emphasis needs to be put in that area to help our English Learners make gains.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
580	82.2	17.6	0.3
Total Number of Students enrolled in Lee Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	17.6
Foster Youth	2	0.3
Homeless	6	1.0
Socioeconomically Disadvantaged	477	82.2
Students with Disabilities	93	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.4
American Indian	4	0.7
Asian	17	2.9
Filipino	1	0.2
Hispanic	436	75.2
Two or More Races	8	1.4
Pacific Islander	3	0.5
White	94	16.2

Conclusions based on this data:

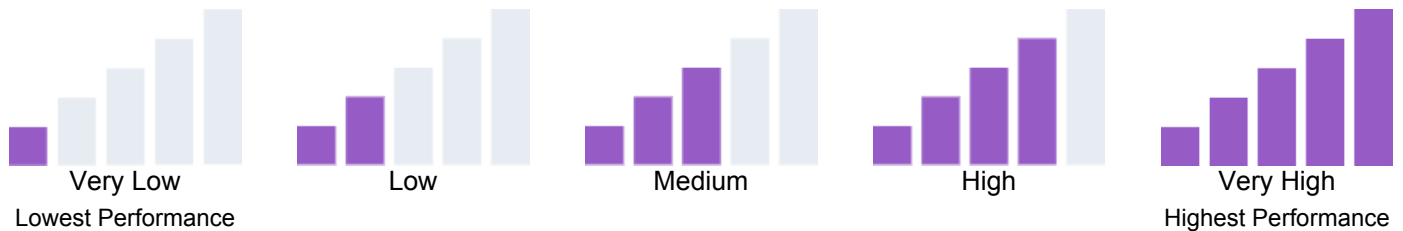
1. Lee Middle School has increased to 17.6% of our overall population identified as English Learners (EL). With such a large percentage of EL students, it is important to train ALL teachers in the English Language Development (ELD) Standards and specific strategies to help our EL students progress in English acquisition. Continuing to implement the EL Roadmap is a priority as well as increasing the use of EL Shadowing Strategies and the Ellevation platform.
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 growing from 61.2% to 82.2% over the past few years. Our largest ethnic group is Hispanic at 75.2%. 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, supported and represented in our school and curriculum.

School and Student Performance Data

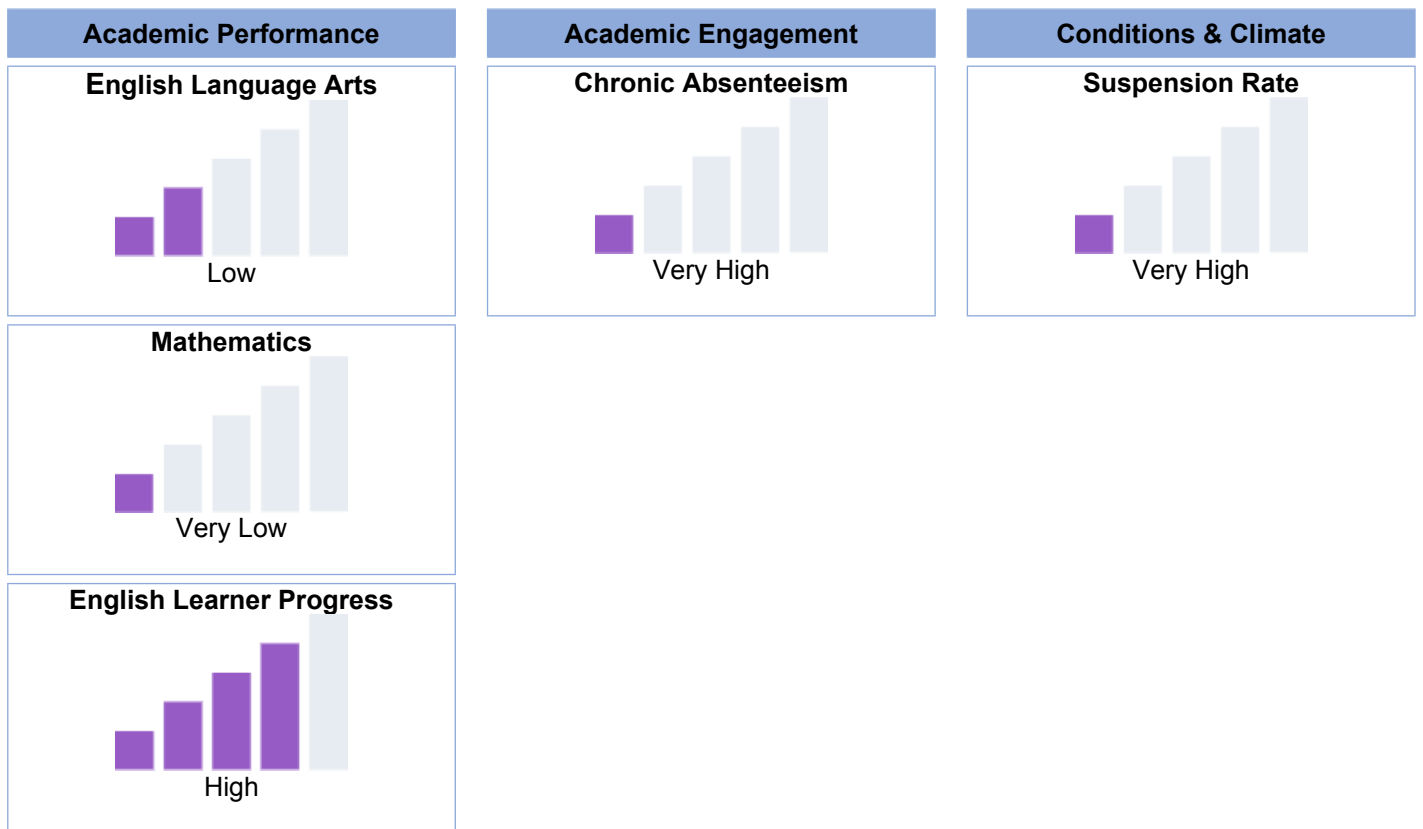
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Our English Learner Progress is high, which indicates that our English Learner population is experiencing overall growth.
2. According to the dashboard indicator our Math performance is very low and English Language Arts (ELA) performance is low. Both areas are 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. In addition, systemic interventions will need to be developed and implemented to accelerate student growth.

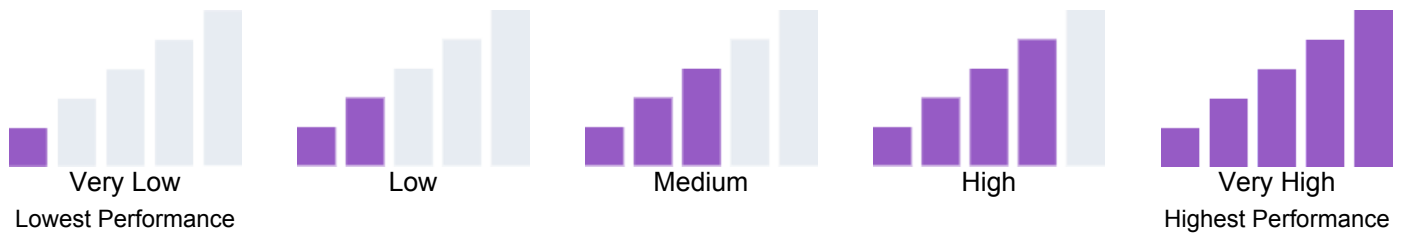
3. According to the dashboard indicator our suspension rate is in the very high range. Implementation of Social-Emotional Learning Curriculum, Restorative Practices, and Trauma-Informed training as part of a comprehensive Multi-Tiered System of Support will be prioritized as well as developing alternatives to suspension. According to the dashboard indicator our chronic absenteeism is very high and in significant need of improvement. We will continue to develop and implement a comprehensive attendance plan to impact these numbers.

School and Student Performance Data

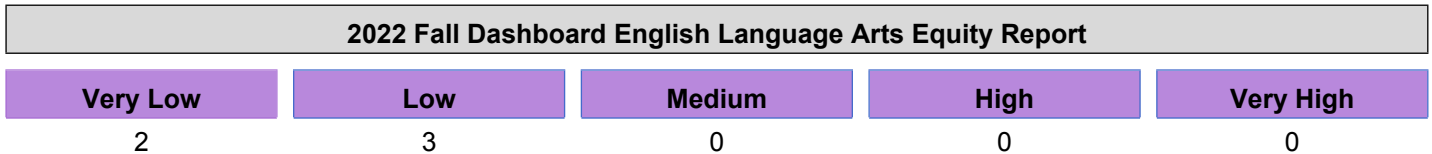
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

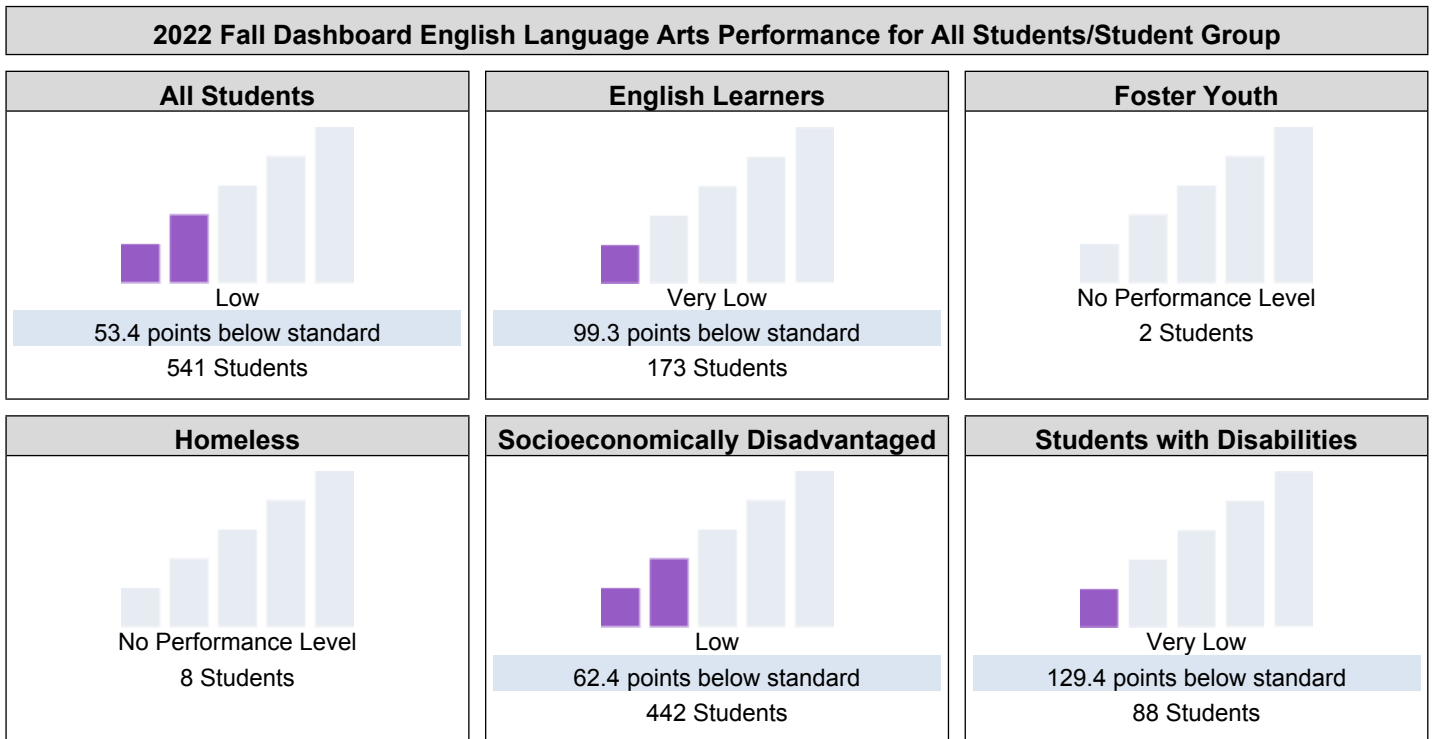
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



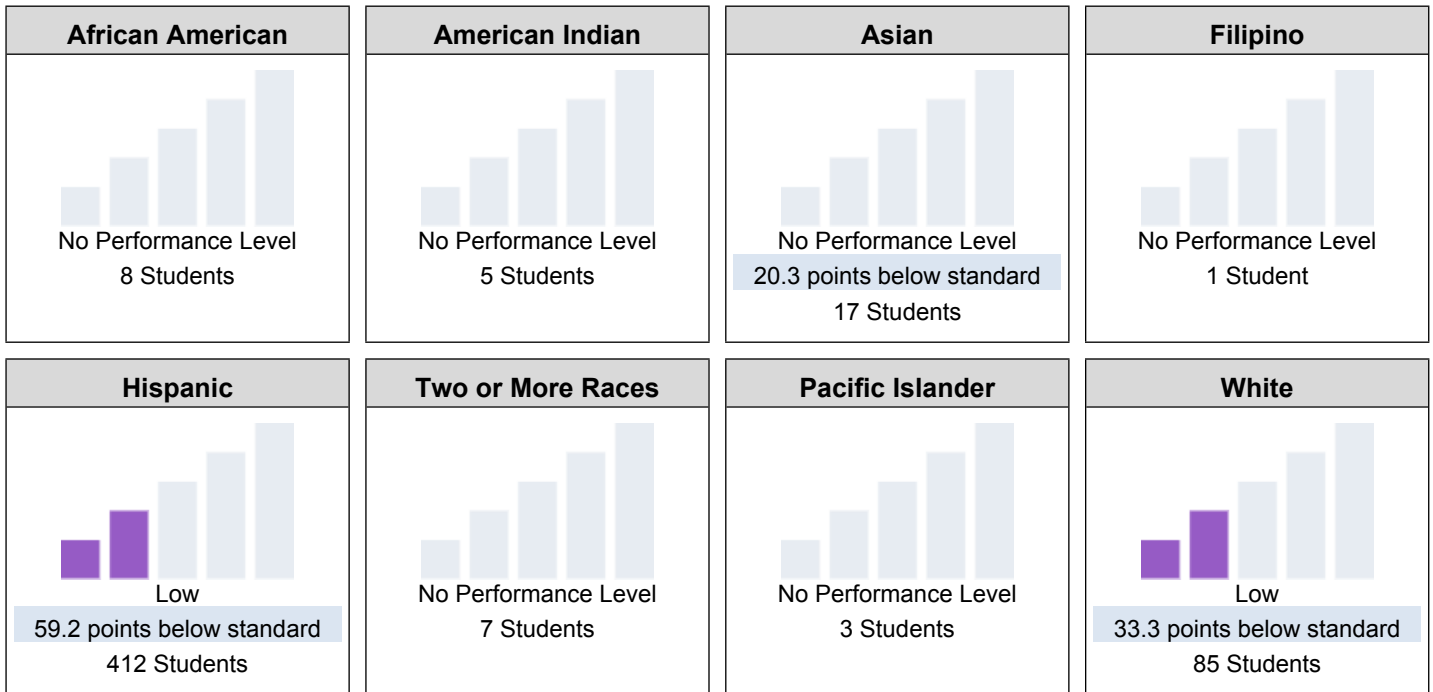
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137.2 points below standard	64.4 points below standard	44.6 points below standard
83 Students	90 Students	254 Students

Conclusions based on this data:

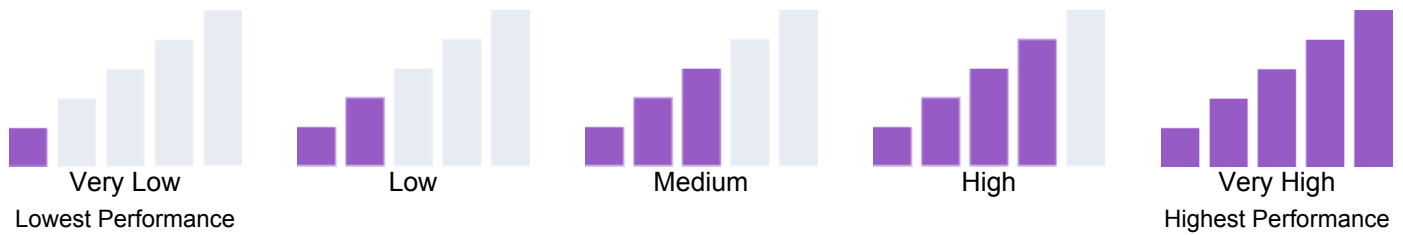
- Overall, English Language Arts (ELA) performance is low at 53.4 points below standard for all students. English Learners (EL) and Students with Disabilities (SWD) are in the very low category with EL students at 99.3 points below standard while SWD are at 129.4 points below standard. Continuing to implement and further develop our Professional Learning Community practices will be important to ensure ALL students learn at high levels, while also looking to implement systemic intervention for our EL and SWD groups.
- There is not significant ethnic subgroup disparity with both White and Hispanic subgroups scoring at the low level.
- Students with Disabilities (SWD) saw a drop in overall performance by 20 points from pre-pandemic levels. 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

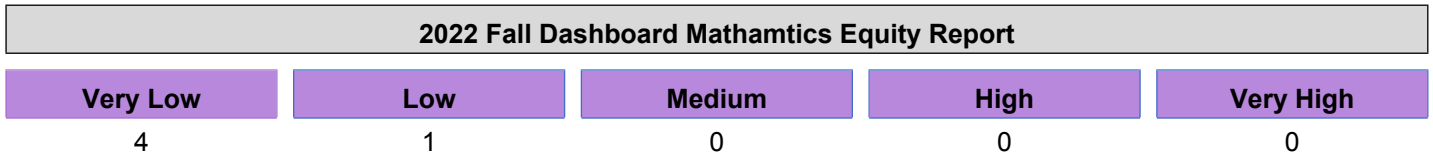
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

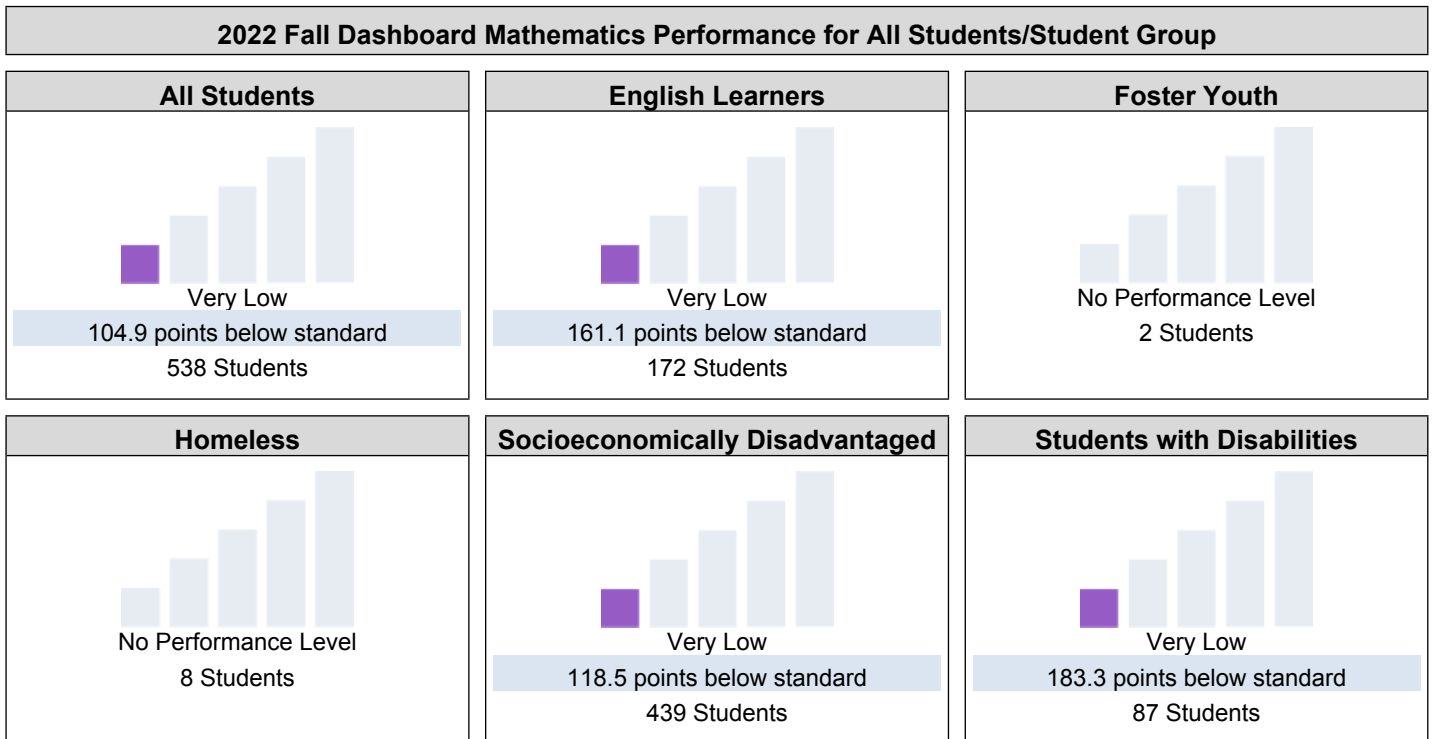
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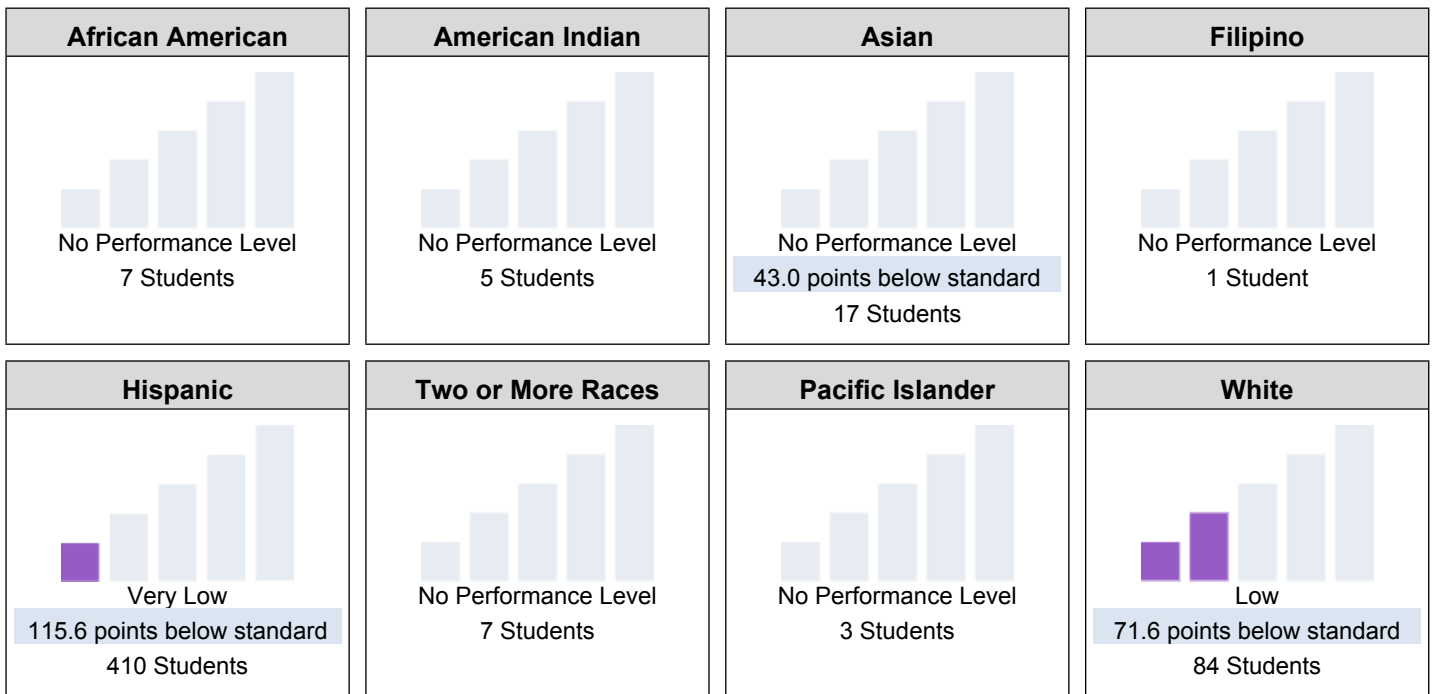
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
194.9 points below standard 82 Students	130.3 points below standard 90 Students	86.0 points below standard 252 Students

Conclusions based on this data:

1. Math achievement overall is in the low category at 104.9 points below standard; a decline of 28.8 points from 2018-19. This indicates that math should be a primary area of focus for us this year. Our Math PLCs will need more training and collaborative time to analyze data and respond to student needs.
2. Our English Learner (EL) students saw a decline of 50.2 points putting them in the very low category. Our Students with Disabilities (SWD) saw a decline of 35.9 points, and remain very low at 183.3 points below standard. We need to continue to implement additional strategies specific to supporting our English Learners and Students with Disabilities in math classes.
3. Our Socioeconomically Disadvantaged students are 118.5 points below standard, identifying them as a disparate group for the first time. We will need to identify additional strategies to address the specific needs of this group.

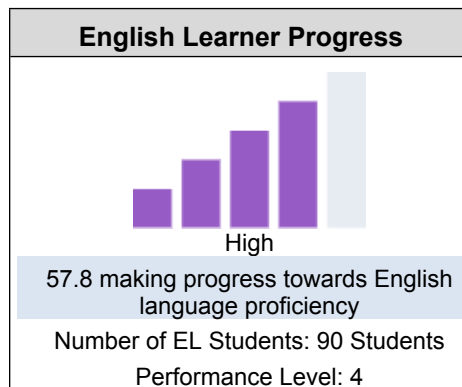
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
8.9%	33.3%	1.1%	56.7%

Conclusions based on this data:

1. There are a total of 90 English Learner students at Lee Middle School. Overall performance level for English Learner (EL) students is High showing significant growth from 2018-19 (the last time the English Learner Progress Indicator was shown).
2. 57.8% of our English Learners are making progress toward English Language proficiency which is a gain of 12.5% from 2018-19.
3. 56.7% of our English Learners progressed one level or more, 34.4% maintained levels, and 8.9% declined one level. We need to build upon the strategies that we have been working hard on the past couple of years (more academic talk in classrooms, EL Shadowing strategies-reciprocal teaching and think-pair-write-share, etc.) and work to provide more support and motivation for students to progress in their levels.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

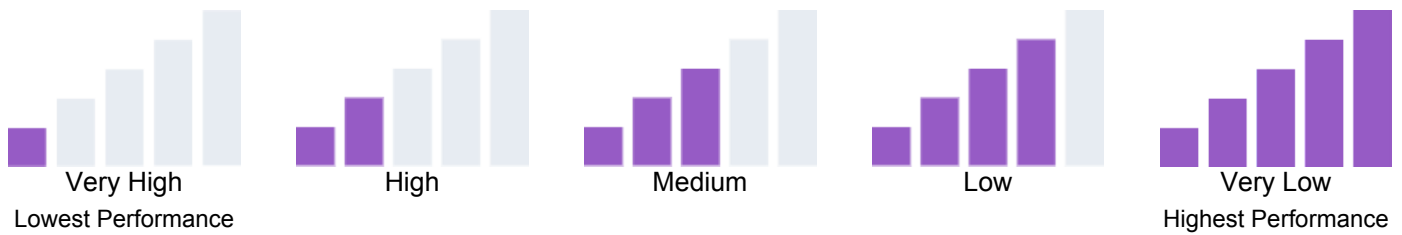
1. n/a

School and Student Performance Data

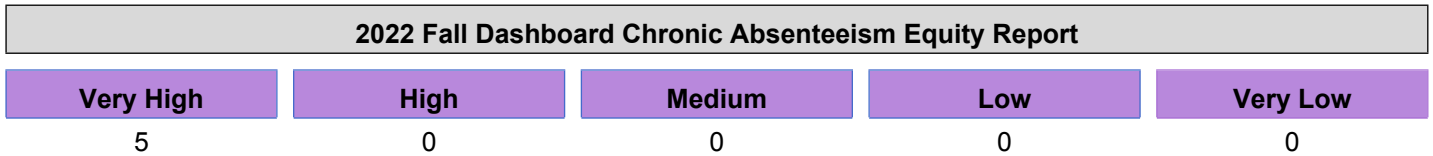
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

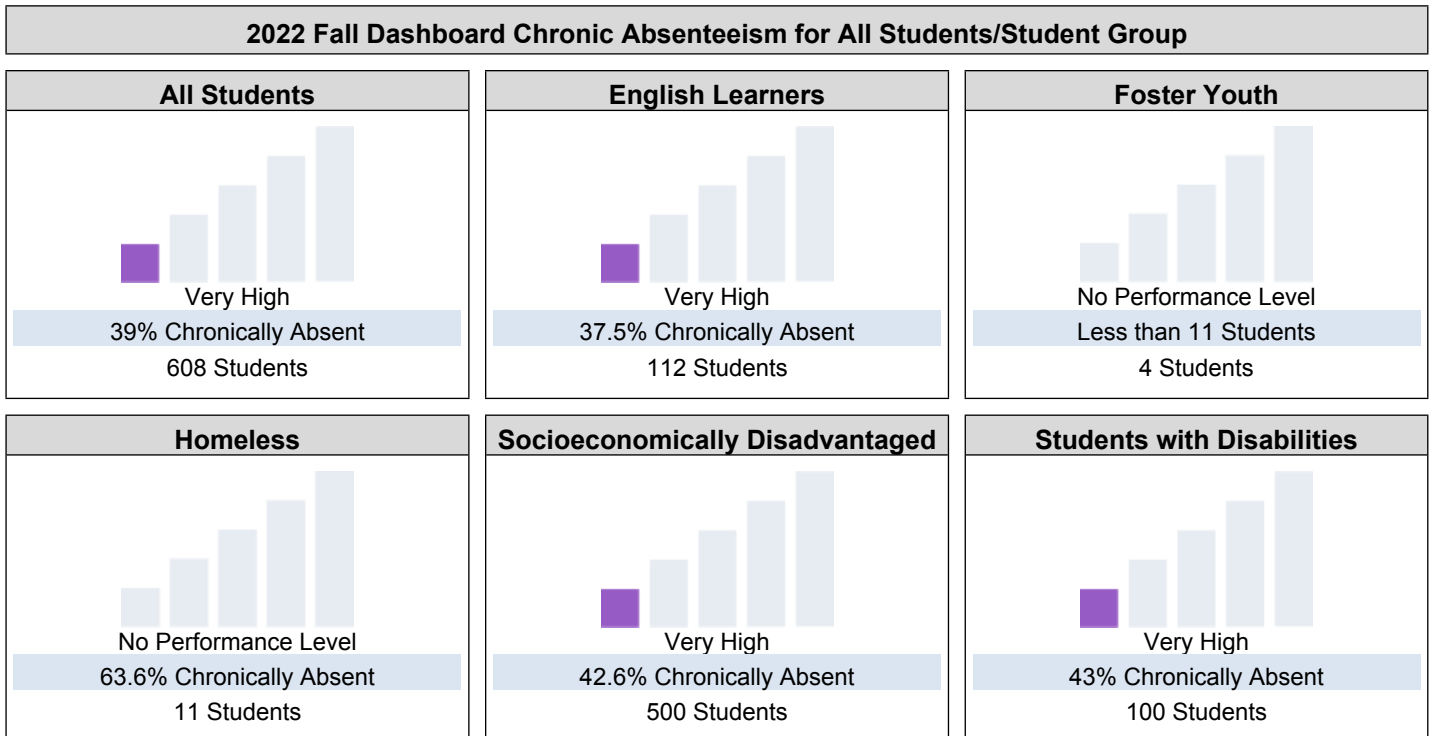
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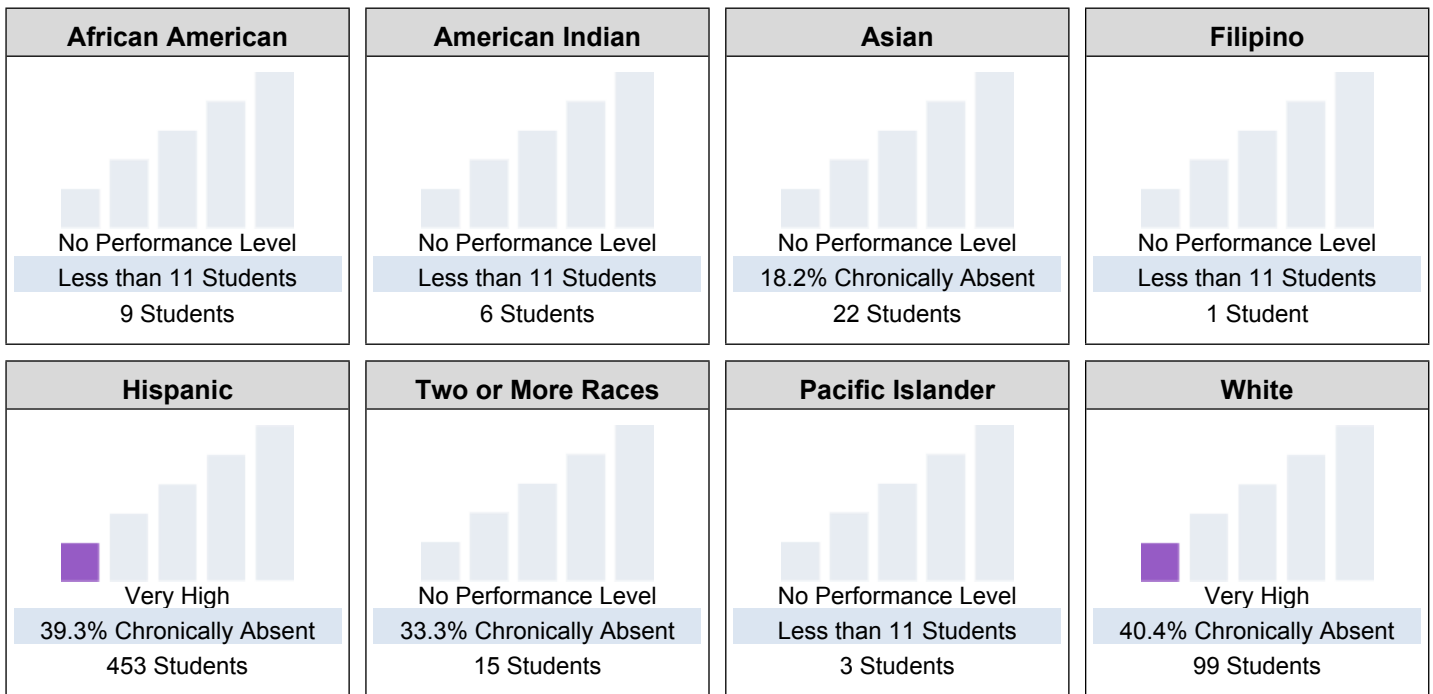
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Overall, Lee Middle School's chronic attendance has increased significantly from previous years, with 39 percent of students chronically absent, putting us in the very high category.
2. Hispanic (+23.1%; 39.3% overall) and Socioeconomically Disadvantaged (+22.8%; 42.6% overall) subgroups significantly increased and are in the very high category. Homeless Students, while a small population on our campus, have the highest chronic absence rate at 63.6%. 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 have historically been our group with the highest attendance percentage are among the lowest now increasing from 9.3% to 20% to 37.5% chronically absent now. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

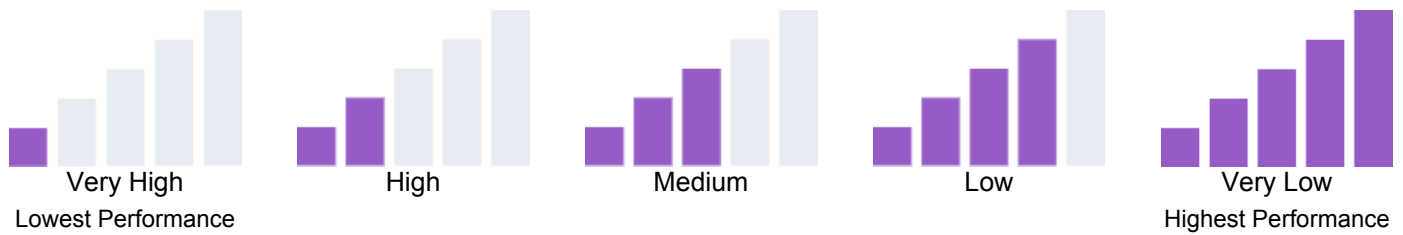
1. n/a

School and Student Performance Data

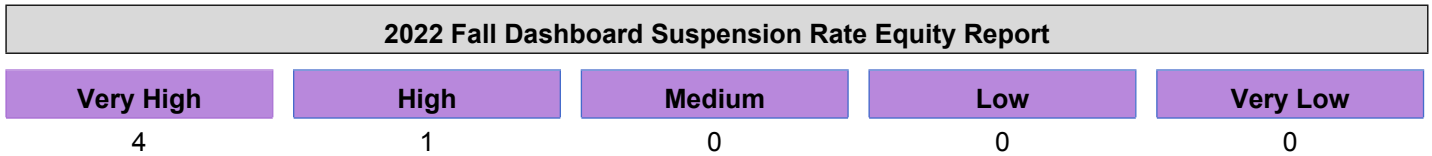
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

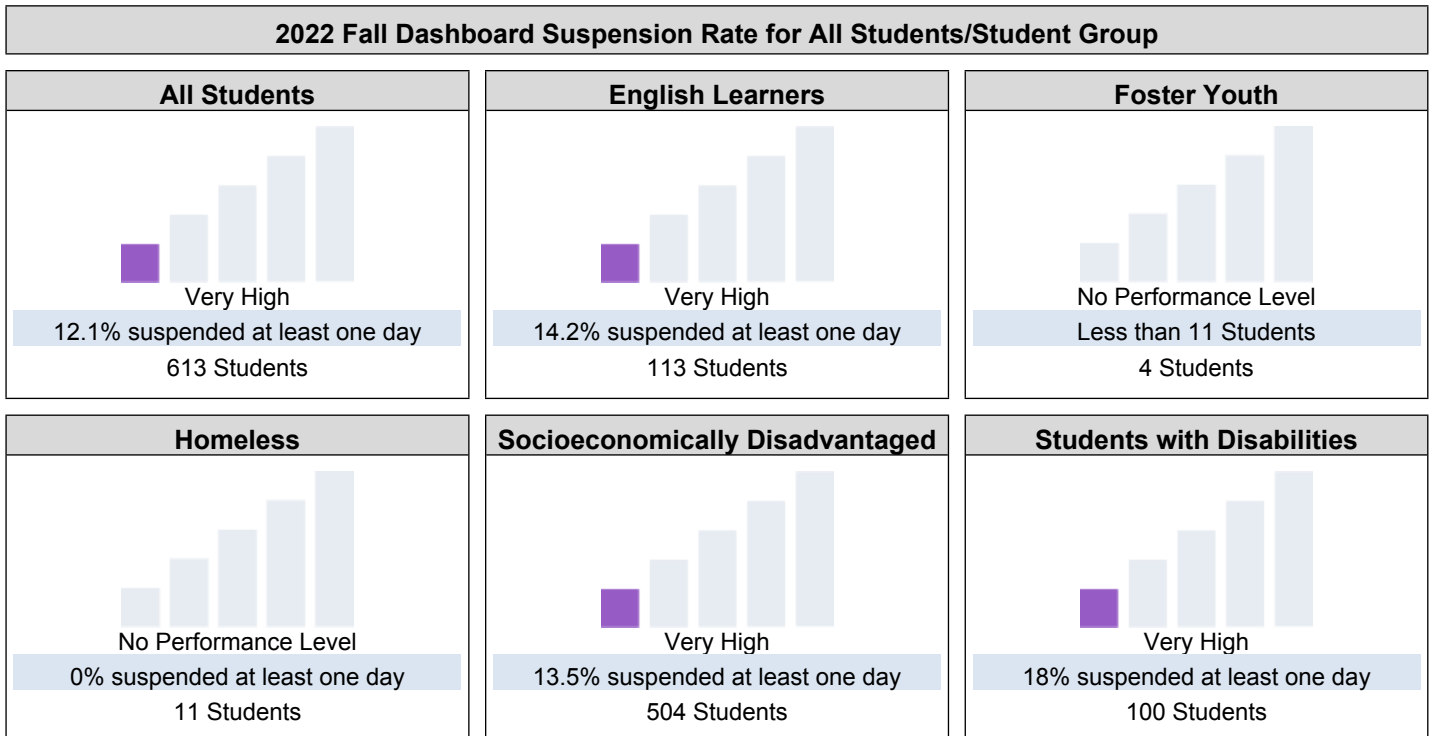
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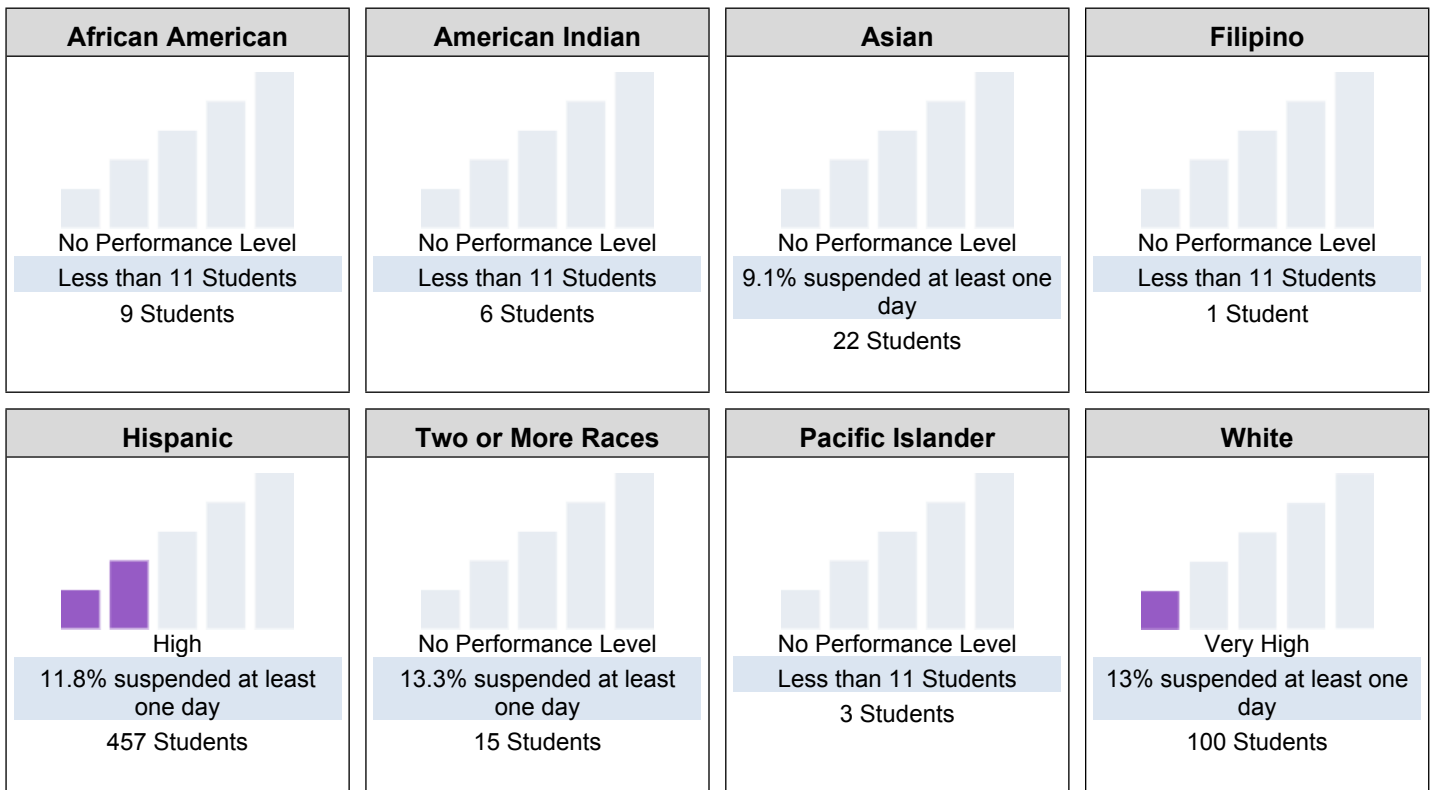
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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' suspension rate declined to 11.8% from 13% overall (high category); and English Learners' declined to 14.2% from 15.8% overall (very high category). White students saw an increase in suspension rate to 13% (very high). We need to continue to implement Tier 1 training with regard to Restorative Classroom practices and providing de-escalation strategies and we need to continue to enhancing our Positive Behavior Intervention and Support system and Tier 2 & 3 supports for students.
3. Students with Disabilities have the highest suspension rate overall at 18% which is down from 21.7%. Additional training is needed for staff in working with our Students With Disabilities with regard to suspension rates, de-escalation and developing a more restorative classroom and school 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 providing more opportunities for meaningful engagement in VAPA and college and career related activities and supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	<p>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. During the 22-23 School year we had anticipated a drop in this number due to the unexpected loss of our Music teacher and sought to create additional opportunities for students to access Visual and Performing Arts activities to make up for these losses.</p> <p>117 Students enrolled in VAPA classes this year (we were able to offer Intermediate Band, Advanced Band, Mariachi/Guitar, Strings and Arts & Media. In addition to these classes, many more students participated in other co-curricular VAPA opportunities that we provided. We provided a whole school assembly featuring Sacramento Taiko Dan, a field</p>	<p>We are anticipating a 3-5% increase in the number of students participating in VAPA activities with having a full time music teacher for the 23-24 School Year and seeing the decline in enrollment that has happened with our music classes since the pandemic start to rebound. We also expect to continue supporting VAPA opportunities outside of VAPA classes so that all students have access to them.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>trip for 44 students to the Mondavi center to see Yamato: Hinotori's performance, 45 students attended a field trip to the Crocker Art Museum; 32 students took a field trip to the TANA Art gallery; we took 100 students to the Mondavi Center for the Alvin Ailey Dance Theater performance; 12 students will attend the Call of the Wild play at the Mondavi Center; and 25 students are attending a weekly art class during lunch that we are offering with the support of Young Arts.</p>	
<p>Number of Pathway awards for Biliteracy (Dual Immersion schools only).</p>	<p>4 Students earned the Biliteracy Pathway Award this year.</p>	<p>Increase the number of students earning the Biliteracy Pathway Award by 3%.</p>
<p>Number of students participating in meaningful college/career experiences.</p>	<p>All of our students participated in at least one meaningful college/career experience this year. All AVID and AVID Excel (173students) classes took multiple field trips to colleges in our area (CSUS and UCD) as well as to museums, the ELD class (14 students) went to UCD, Ethnic Studies and Dual Immersion (32 + 84 students) went to SF State, 6 students attended the EmpowerHer leadership conference at UCD, 25 students participated in MESA Day Competition at UCD, 100 students are going to UCD in April for a Mondavi Performance, our SDC class (8 students) are going to UCD in May for a Mondavi performance, EAOP and EAP programs will also take students to UCD this Spring. All students will be taking part in Career Day over the months of March-May during counselor presentations in Partnership with the Junior Achievement</p>	<p>Continue to provide opportunities for ALL students to participate in meaningful college/career experiences.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Program. 181 students are enrolled in Career Research and CTE courses. 100 students participated in our Leadership Development Day in September and 50 students attended the CADA Area A student conference in October. All 8th graders attended Future Wolf Day to preview the CTE programs available to them at WHS in February. 25 Students will attend the CADA Leadership Development workshop in May. 32 Ag Science students will attend a field trip to Bayer Lab in May.</p>	

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 specific focus on strategies for Students with Disabilities , English Learners and Socio-economically Disadvantaged Students.

Strategy/Activity

Improvement Strategy 1.1: Deepen our work around rigorous, accessible learning for all.

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 Support School wide Implementation of Advancement Via Individual Determination (AVID) WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies to build a system of rigor.

1.1.3 Continue professional development around Universal Design for Learning (UDL) to support implementation of UDL Strategies.

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)

\$13,924

\$11,600

Source(s)

Supplemental/Concentration

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 specific focus on strategies for Students with Disabilities, English Learners and Socio-economically Disadvantaged Students.

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)

\$4,000

Supplemental/Concentration

\$15,500

Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23 SPSA strategies for Goal 1 this year. 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. With COVID guidelines relaxed, we were able to return to providing real world experiences for our students through field trips, and had over half of our student population able to attend a college or career related field trip. We also held our first "Future Wolf Day" where we took all of our 8th grade students to Woodland High School so they could attend presentations for all of the CTE programs available to them next year in high school. Students were excited about seeing these programs in person and reported that it helped to inform

their choices for their high school pathways. We also made improvements to our career day activities based on feedback from last year's presentations.

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. More departments took more time this year, which tells us they are developing in their PLC practices and collaboration around student learning. We were able to shift funds that had been allocated for AVID tutors to field trips with the district providing tutors through the SVCC program. There were some implementation struggles with the SVCC tutors and we continue to work to address those issues in a proactive manner.

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 need to adjust our strategy around professional development to include specific embedded PLC work with English and Math departments and more PLC training for all staff members. We also need to find the time to continue to embed AVID Schoolwide to increase rigor. We will be adjusting our AVID strategies slightly since currently they are split into three different Goals. Focusing all efforts in fewer goal areas will help to streamline implementation. We also need to rearrange some of our sub-strategies where they better align with the parent goal and move PLC work to Goal 2 under quality first instruction/intervention since it's a better fit there.

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: continued work on creating high-functioning Professional Learning Communities; increased student opportunities for academic and social-emotional intervention and extended learning (especially with regard to our Students with Disabilities, Socioeconomically Disadvantaged students, and English Learners), and to continue the work of building and maintaining a positive school culture and climate for all students. A more positive culture and climate should 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.	<p>The 21-22 California Dashboard indicator shows LMS in the "Low" category for English Language Arts with students overall at 53 points below standard. English Learner students were 99.3 points below standard Students with Disabilities were 129.4 points below standard</p> <p>The 21-22 California Dashboard indicator shows LMS in the "Very Low" category for Math with students overall at 104.9 points below standard. English Learner students were 161.1 points below standard Students with Disabilities were 183.3 points below standard Socioeconomically Disadvantaged students were 118.54 points below standard</p>	Our target for ELA and Math on (California Assessment of Student Performance and Progress) CAASPP is to improve distance from standard by 5-10% with accelerated growth for targeted subgroups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Learner Progress Indicator (ELPI)	According to the 21-22 California Dashboard, 57.8% of our English Learners were progressing towards proficiency in the English language putting LMS in the "High" Category.	Our target is to increase the percentage of English Learners making progress towards proficiency in the English Language by 5%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	In 21-22, 30.55% 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 5-10% with accelerated growth for our targeted subgroups.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	In 21-22 17.71% of students met or exceeded the Standards on the SBAC Math test.	By our targeted work with PLC's, increase the percentage of students meeting or exceeding Standards on the SBAC Math test by 5-10% with accelerated growth for our targeted subgroups. PLC rubric (output) to measure the effectiveness of PLC implementation.
Percentage and number of students who are chronically absent	The 21-22 chronic absence indicator on the California Dashboard put LMS in the "Very High" category with 39% of students chronically absent. According to the District's Data Dashboard, 130 students were chronically absent.	Our target is to decrease our chronically absent percentage by 10% for a 4% reduction overall to 35%.
Student sense of safety and school connectedness	On the 2021-22 CA Healthy Kids Survey (CHKS), 50% of students said that they felt safe or very safe at school On the 2021-22 CHKS, 59% of students reported feeling highly connected to school On the PASS Screener this year our students averaged 70% feeling highly connected to school between the two times it was administered.	Increase percentage of students feeling safe or very safe at school by 10% Increase percentage of students feeling highly connected to school by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	According to the 21-22 CA School Dashboard, our suspension rate in 2021-22 was 12.1%, which put LMS in the "Very High" category	Our target is to reduce the suspension rate by 10% for a 1.2% reduction overall to less than 10.9%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	<p>On the 2021-22 CA Healthy Kids Survey, parents responded "agree or strongly agree" to the following questions:</p> <p>School encourages me to be an active partner with the school in educating my child-83%</p> <p>School staff treats parent with respect-87%</p> <p>School keeps me well informed-88%</p> <p>School promotes Academic Success for All students-87%</p> <p>Learning Environment is supportive and inviting-92%</p> <p>School has adults that really care about students-92%</p> <p>School has high expectations for all students -74%</p> <p>School is a safe place for students-89%</p> <p>School provides quality counseling supports or students with social/emotional needs-51%</p> <p>School provides opportunities for meaningful student participation-79%</p>	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.

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, Socioeconomically Disadvantaged Students and English Learners.

Strategy/Activity

Improvement Strategy 1: Ensure quality first instruction through professional development, PLC collaboration, data analysis and embedded support for new teachers.

2.1.1 Provide high-quality professional development in evidence-based instructional strategies to support teacher and paraprofessional capacity with implementing quality first instruction.

2.1.2 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 , Students With Disabilities and Socioeconomically Disadvantaged 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)
\$5,000	Supplemental/Concentration
\$20,300	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 a focus on English Learners, Socioeconomically Disadvantaged Students and Students with Disabilities.

Strategy/Activity

Improvement Strategy 2: Ensure implementation of Academic Response to Intervention (Response to Intervention)/Multi Tiered System of Support (MTSS) at all levels of need.

2.2.1 Continue to develop and implement a comprehensive multi-tiered system of support for student's academic needs and accelerate learning to close gaps.

2.2.2 Embed academic intervention, enrichment and support into the school day and beyond.

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)
\$2,040	Supplemental/Concentration
\$7,000	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 3

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, Socioeconomically Disadvantaged Students and Students with Disabilities.

Strategy/Activity

Improvement Strategy 3: Maintain and improve positive school-wide climate & culture with social emotional multi-tiered systems of support at all levels of need.

2.3.1 Continue support implementation of schoolwide Positive Behavior Intervention and Support (PBIS)

2.3.2 Continue to develop and strengthen Tier 1 behavioral and social-emotional supports for students

2.3.3 Continue to develop and implement Tier 2/3 behavioral and social-emotional supports for students

2.3.4 Implement a comprehensive attendance intervention plan

2.3.5 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)
\$19,032	Supplemental/Concentration
\$29,000	Title I Part A: Basic Grants Low-Income and Neglected
\$750	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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 Academic and Social-Emotional support to our students throughout this year, as well as accelerating learning for our students, we concentrated on building and implementing multi-tiered systems of support to meet the academic and social emotional needs of our students. We expanded on many of our planned actions including continuing to implement a universal screener 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 continue to 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, small group counseling on topics (Art, Mindfulness, Anxiety & Depression, Self-harm, Grief/Loss, Improving Academic Success, and Social-Skills). 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 the Wildcat Way. The Tier 1 PBIS Team worked hard to create and provide lessons for teachers to communicate expectations with students in a proactive effort to keep behavior positive at Lee. 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 warm up 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. We are on track to award our students over a million PBIS points this year to recognize and reinforce our Wildcat Way expectations. As we have strengthened our PBIS structure and added more Social-Emotional Learning supports, we have seen our suspension numbers drop significantly this school year. We struggled with attendance intervention this year due to the magnitude of students who were chronically absent. We implemented a comprehensive attendance intervention program including Student Absence Review Teams and Board (SART and SARB) meetings, attendance improvement groups, rewards and incentives for student attendance, as well as a coordinated attendance campaign that started in February. To support Academic Intervention, we provided after school help for academics. 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 working with our staff and district personnel to make our plan of intervention embedded into the school day a reality. We continued to work with our staff on targeted Universal Design for Learning acceleration strategies including Teacher Clarity, Feedback to students, and embedded Academic Discourse and Collaboration strategies. Walkthroughs and surveys showed continued 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 were not able to implement our academic intervention plan to the extent desired due to not being able to hire intervention staff as planned. We shifted funds that were designated for a Title 1 Intervention Teacher and additional sections for push/pull support to secure a contract with a Math PLC consultant to begin to address our greatest area of need.

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

The biggest change to this goal is the movement of our PLC activities and support into Goal 2 from Goal 1 as our new Strategy 1 for Goal 2. We feel it is a better fit with the overall "best first instruction" part of Goal 2 as well as serving as the basis for all intervention work that is to be done. We also streamlined some sub-strategies into areas where they made sense instead of being stand-alone strategies. The overall strategies/activities remain largely the same as we seek to expand upon the progress we have made with academic and social-emotional support for our students at Lee. We will get an earlier start on attendance intervention this year by identifying students at risk of chronic attendance before the school year starts and holding intervention meetings early, before patterns are established.

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 continue to 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 (EL)	14 students were reclassified during the 2021-22 school year, our reclassification rate was 13.7%.	Increase the percentage of students reclassifying by 3-5%
English Learner Progress Indicator (ELPI)	The 21-22 CA Dashboard showed that 57.8% of English Learner students are making progress putting LMS in the "High" category.	Increase the percent of English Learner students that are making progress on the ELPI by 1/2 band level to 62.8%
Improve the school's rating of the English Learner Roadmap Principle 1 on the self- assessment.	Our rating on Principle 1 of the English Learner Roadmap is as follows: 3.14 for Language and Culture as assets 2.29 for No Single English Learner Profile 2.86 for School climate is affirming, inclusive and safe 2.29 for Strong family and school partnerships 2.57 for Supporting ELs who are dually identified as Students With Disabilities	Increase the rating for each sub-component by .5
Decrease the number of Long Term English Learners (LTEL) (middle and high school only).	Lee had 86 LTEL students in 21-22.	Decrease the percentage of our cohorted English Learners

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		who are Long Term English Learners by 5%
Percentage of English Learners with D's and F's at grading mark 3	At the 3rd Grading Period (1st Semester) of the 22-23 School Year, 7% of grades English Learners earned were Fs (18 students total) and 12% were Ds (34 students total).	Decrease total percentage of D/F grades for English Learners by 3-5% from M3 of 2023 to M3 of 2024.

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 English Learner 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, Dual Immersion (DI) Program and ELD Programs.

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

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

3.1.6 Support continued implementation of the English Learner Roadmap.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$7,060

Supplemental/Concentration

\$6,000

Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

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. We also provided professional development on the Ellevation platform and the modules contained within to support teachers with highly effective strategies to improve the quality of instruction for English Learners. In addition, we provided additional activities and hosted intramural sports that appealed to our English Learner population. We also supported field trips specifically for our EL students and opportunities for them to interact with guest speakers and provided additional supplemental materials for our Ethnic Studies, AVID Excel and ELD classes. We also continued with a mentoring program this year with some of our EL students to directly support their academic, attendance and behavioral needs. In addition, we also hosted Parent Education opportunities on topics that were intended help parents to support their children's education and mental/emotional and physical wellbeing.

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 some funding from the mentoring program to field trips to support our Ethnic Studies and Dual Immersion students' visit to San Francisco State's Ethnic Studies program after we were not able to find additional mentors to work with this 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 2023-24, but we will be expanding support for Professional Development for our staff with respect to the English Learner Roadmap-specifically the intellectual quality of instruction. We also continue to deepen efforts around 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 adjusted 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	This year we maintained our partnerships with the Woodland Police Department, Woodland Public Library, EAOP Program at UC Davis, ETS Program at UC Davis, Yolo Farm to Fork, MESA program at UCD, the WHS Ag Program, TANA and Junior Achievement. We forged new partnerships with WHS Leadership and Link Crew classes to engage in Leadership Development with our students. We also partnered with Bayer Lab in support of our Ag Program	Increase the number of partnerships by at least 2 as opportunities arise.
Percentage of students participating in extracurricular and co-curricular programs and activities on campus	76.4% of students self-reported on our student survey participation in one or more extra or co-curricular program at LMS.	Establish a true baseline in the 23-24 school year by using a tracking program to determine student participation in addition to the self-reporting on student surveys. Increase the percentage of students participating to at least 80%
Number and percent of students providing input to the	In 2022-23 76% (460) of all students provided feedback to	Increase percentage of respondents by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SPSA (School Plan for Student Achievement) through surveys	the SPSA through participation in the schoolwide survey and 95% of 7th Graders provided input through the CKHS Survey.	
Number and percent of students by representative demographic providing input to the SPSA through focus groups	In 2022-23 136 students participated in student focus groups and 28 students regularly participated in Student Advisory Committee meetings which represents 27% of students giving direct feedback to our SPSA development. In addition EVERY student is able to give feedback through voice in our Student Advisory Committee structure.	Increase percentage of students providing voice to SPSA development by 3%

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

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 WEB (formerly PAWS) program for systemic support and involvement of incoming 7th grade students and leadership development of 8th Graders

4.1.2 Continue support for extra and co-curricular programs on campus to support meaningful participation and student leadership development.

4.1.3 Continue to implement Student Advisory Committee to ensure meaningful student participation and provide opportunities for student voice for all students.

4.1.4 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)

\$23,849

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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 (Preparing all Wildcats for Success) Mentor program to include even more students and provided an in person Orientation for ALL 7th Graders once again 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. We will be transitioning our PAWS program to WEB (Where Everybody Belongs) as we were finally able to get our coordinator into training to make it official. Our Leadership and 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. We also partnered with Woodland High's Leadership and Link Crew programs to provide leadership development and mentoring for our leaders through several trainings and activities throughout the year. Our Student Advisory Committee met monthly this year with a representative from every 4th period class participating in meetings and providing valuable feedback on our school improvement efforts. SAC representatives led class discussions prior to the meeting to gather voice from all students in their classes to discuss at our meetings. Student Advisory Committee also played a key role in the development and implementation of Bullying Prevention and Kindness Campaigns on campus.

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.

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.

Most of this goal remains the same, however, as noted above we are transitioning our PAWS program to WEB which is a nationally recognized program for orientation, leadership development and support for middle school transitions. In addition, as a result of student feedback from Student Advisory Committee and Student Surveys, we will be purchasing an ASB sticker for all students next year to support more students in having the ability to attend extracurricular events since feedback showed the cost of these events is a barrier to participation for a significant number of our students. Purchasing an ASB sticker for all will ensure equity of access for all students.

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	\$174,398
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	\$174,398.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$98,133.00
Title I Part A: Parent Involvement	\$1,360.00

Subtotal of additional federal funds included for this school: \$99,493.00

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

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$74,905.00

Subtotal of state or local funds included for this school: \$74,905.00

Total of federal, state, and/or local funds for this school: \$174,398.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 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
Michelle Johnson	Parent or Community Member
Lori Moncur	Parent or Community Member
Javier Velarde	Secondary Student
Ashley Contreras	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4.26.23.

Attested:



Principal, Shelley Friery on 4.26.23



SSC Chairperson, Alicia Cummings (Vice Chair) on 4.26.23