

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lee Middle School	57727106056519	4/30/26	5/14/26

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

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

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

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

This plan is being used by Lee Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Lee Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Wide Plan meets the ESSA requirements through:

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

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:

- strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
- the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
- programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

- a school and family engagement policy
- a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Lee Middle School's Site Council meets at least five times yearly and reviews the school's data and progress made on goals within the School Plan for Student Achievement (SPSA). It also 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 students. Each meeting included an in-depth review of the most recent California School Dashboard data for Lee Middle School students' academic performance, attendance, English Learner progress, and suspension rates. Groups also reviewed site-based data such as grades, assessments, student/staff/parent surveys, our Social-Emotional screener results, etc. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

STUDENT INPUT

Student input was gathered through multiple measures, including schoolwide surveys (Safety Survey, CA Healthy Kids Survey [CHKS], District Bullying Survey, Student SPSA Needs Assessment Survey, and the Social Skills Improvement System [SSIS] Fall and Spring screeners), as well as feedback from the Student Advisory Committee, Safe School Ambassadors, and student focus groups representing specialized populations (English Learners, Students with

Disabilities, and students in specialized programs). Participation rates were strong, with 68% of students completing the SPSA Needs Assessment Survey, 99% of 7th graders completing the CHKS, and 90% of students completing the SSIS screener in both the fall and spring. Additionally, 147 students participated in focus groups, and 25 students (one representative per 4th-period class) consistently participated in the Student Advisory Committee. Students engaged in a structured needs assessment process that included reviewing survey results, academic data, and local indicators, identifying academic achievement, attendance, and behavior as key areas of focus. With regard to Goal 1, students expressed a strong interest in expanding college and career exploration opportunities. Feedback emphasized the value of field trips and a desire to increase opportunities, including visits to Woodland Community College and Woodland High School (Future Wolf Day). Students also indicated they would like more voice in selecting and planning these experiences and expressed a need for clearer connections between classroom learning and real-world applications. For Goal 2, they identified academic achievement and social-emotional well-being as priority needs. They supported the continuation and expansion of Multi-Tiered Systems of Support, including PBIS (Wildcat Way), Social Emotional Learning [SEL] counseling, and academic interventions. Grades N' Grub was highlighted as a particularly effective strategy, with students requesting continued and expanded access, along with additional intervention options. Students also emphasized the importance of increased adult supervision, particularly during lunch and in shared spaces, to improve safety and overall school climate. For Goal 3, English Learners participating in focus groups emphasized the importance of targeted academic support, opportunities for language development, and increased access to interventions that support both academic progress and confidence. Their feedback reinforced the need for continued differentiation, intentional support structures, and inclusive practices that ensure access to rigorous curriculum and engagement in schoolwide opportunities. and for Goal 4, students expressed strong appreciation for opportunities to be involved in leadership and school improvement efforts. Programs such as Student Advisory Committee, Safe School Ambassadors, Where Everybody Belongs [WEB] program, and Associated Student Body [ASB] access supports (including free ASB stickers) were identified as valuable and should be expanded to include more students. Students also provided feedback on school activities and events, expressing a desire for increased input in planning and a broader range of inclusive opportunities that promote connectedness and engagement. Overall, student input directly informed the development of the School Plan for Student Achievement [SPSA] by affirming effective practices, identifying areas for refinement, and guiding the addition of strategies that support academic success, student well-being, and meaningful engagement at Lee Middle School.

STAFF INPUT

Staff input was gathered through a comprehensive needs assessment process involving the site Guiding Coalition/Leadership Team, full staff, department Professional Learning Communities (PLCs), English Learner Advisory Committee (ELAC), and School Site Council (SSC). This process included surveys, data analysis, review of the current SPSA, and collaborative discussions. The Guiding Coalition/Leadership Team initiated the process in December by analyzing the California Dashboard data and guiding departments in identifying key trends and areas of need. From December through March, staff and PLC teams engaged in ongoing data review cycles focused on student performance, attendance, and behavior, using both state and local data sources to inform their analysis. Across all groups, staff consistently identified academic achievement as the primary area of need, particularly for English Learners and Students with Disabilities. Additional priority areas included attendance, social-emotional support, and school climate and culture. Staff noted concerns related to low performance in English Language Arts and Math on the California Dashboard and district assessments, as well as elevated chronic absenteeism and suspension rates. Department teams and the leadership team further analyzed trends and contributed recommendations to ensure alignment across content areas and a cohesive schoolwide approach. For Goal 1, Staff emphasized the importance of preparing students for future academic and career pathways by increasing opportunities for college and career exposure and making learning more relevant. Feedback highlighted the need to strengthen connections between classroom instruction and real-world applications, as well as ensuring students understand academic pathways, including course progression and post-secondary options. In the area of Goal 2, staff identified the need to strengthen Tier 1 instruction alongside more effective and consistent intervention systems. Priorities included targeted academic supports in ELA and Math, increased opportunities for reteaching, and structured embedded intervention time to meet diverse student needs. Staff also emphasized the importance of addressing classroom environment and engagement to support learning. In addition, staff highlighted the need for expanded social-emotional supports, including consistent implementation of SEL practices, increased access to counseling, and proactive strategies to address student behavior. Attendance was identified as a critical area requiring more targeted and systematic intervention. Staff also noted the importance of increasing campus supervision and maintaining a safe, structured environment to support positive student behavior and overall school climate. For Goal 3, they identified a need for more intentional and effective support systems for English Learners, including designated and integrated English Language Development [ELD], increased opportunities for language development, and differentiated instructional strategies. Feedback emphasized the importance of monitoring progress, providing targeted interventions, and ensuring access to rigorous curriculum while supporting language acquisition. And for Goal 4, staff emphasized the importance of increasing student engagement through relevant, interactive instruction and expanded opportunities for student voice and participation. Feedback highlighted the need to provide more inclusive access to enrichment opportunities, particularly for students who are enrolled in intervention classes such as Advancement Via Individual Determination [AVID] Excel and Directed Studies and may have limited access to electives.

Staff also identified a need to expand recognition systems, extracurricular opportunities, and leadership pathways to ensure all students feel connected and valued.

PARENT/COMMUNITY INPUT

Parent/Community input was gathered through our two main parent/community groups, the English Learner Advisory Committee and our School Site Council, as well as from the CA Healthy Kids (CHKS) Parent Survey. Each group participated in data review, needs assessment activities, additional surveys, and discussions.

English Learner Advisory Committee (ELAC)-Updates on our School Plan implementation occurred at all ELAC meetings throughout the year. A thorough needs assessment was conducted with our ELAC at the February meeting. In all meetings, student Academic Achievement was identified as the primary need in addition to Attendance and Social Emotional Support. We focused on implementing the English Learner Roadmap at the March meeting and completed the Principle One Survey. Our parents gave thoughtful suggestions at each meeting to inform the development of this year's plan. They expressed concern that the English Learner Paraprofessional position may be cut for next year, and wanted to know how we can help provide additional support for our newcomer English Learners in their core content area classes. They also expressed a strong desire to have more help available to students during Math classes. As a result we are continuing to put money aside in Goal 3 to support hiring additional tutors or, since that was difficult for us this year to find tutors, to pay teachers to provide extra support. They also expressed strong support for continuing supports in place such as the English Learner Review Team (ELRT) meetings we hold twice a year with families of English Learners and gave suggestions for additional activities and culturally relevant experiences that we can add for Parent Involvement.

SCHOOL SITE COUNCIL (SSC)

Starting with the October meeting, the SSC received monthly updates on our plan implementation and provided feedback on our efforts. SSC reviewed dashboard data in depth at our January meeting and participated in the needs assessment process at our March meeting. At these meetings, Site Council members reviewed survey responses, various data, including the CA Dashboard, and site-based data (grades, attendance, behavior, etc.). They also reviewed the needs assessment ideas from the other educational partner groups to incorporate their feedback into the final SPSA. Throughout the needs assessment process, each group discussed information and developed ideas for all students and specific ideas to support our English Learners, Socioeconomically Disadvantaged students, and Students With Disabilities. Feedback received related to our students with Disabilities and English Learner groups indicated a need to focus on a more effective intensive academic intervention plan and intensive attendance intervention for them, as well as providing enriching experiences differently since many are not able to take elective classes due to the need for Advancement Via Individual Determination (AVID) Excel and Directed Studies Support. This feedback was explicitly incorporated into much of Goal 2 with continued support for student academic and social-emotional needs. We also received feedback related to Goal 1 wanting more emphasis on non-college career options as well as specific information on union apprenticeship programs, community college certificate programs and more guest speakers which has been incorporated into Goal 1.

The Lee Middle School Staff reviewed the final draft SPSA at our April staff meeting and provided additional feedback. The Student Advisory Council reviewed the final draft SPSA and provided feedback at their April meeting as well. ELAC and the School Site Council reviewed the plan at their April meetings, considered recommendations and feedback from all groups, and finalized/approved the SPSA on April 29th and 30th respectively.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Lee Middle School has no areas in the Red performance category on the 2024-25 Dashboard.

Two areas are in need of significant improvement with Orange indicators on the CA Dashboard. These are the English Learner Progress Indicator (ELPI) and English Language Arts (ELA).

Our ELA achievement remained flat on the 2024-25 Dashboard, maintaining achievement at a slight decline of -1.4 points. Lee had experienced a double-digit gain the prior year, so almost all of that gain was maintained. Despite that, maintaining caused Lee to slip from the Yellow Level to the Orange level. Two subgroups, Long Term English Learners and Students with Disabilities, were in the Red Category. English Learners, Socioeconomically Disadvantaged and Hispanic students were in the Orange Category and White students were in the Yellow Category. To address this our teachers are working in continuous improvement cycles in their PLC Teams and looking closely at their data, especially for our English Learner and Students with Disabilities subgroups due to the persistent gaps in achievement. While they endeavor to implement interventions during class time, a systemic barrier still exists without embedded intervention time within our school day. ELA teachers are making more deliberate use of the SBAC Interim Assessments to collect formative assessment data that they can analyze for patterns in order to support student growth in addition to giving students much-needed practice with the types of questions on the SBAC test. Interim results show promise with the student growth they are seeing.

Our English Learner Progress Indicator slipped from Green to Orange due to a decline of 4% in students making progress. In looking at our data, 50% of our English Learners grew one level on the ELPAC test, which is the criteria for "making progress" on the Dashboard, however 99% of students improved their scores overall (all but one student). To address this we will pay more attention to working with students on perseverance with the ELPAC exam and changing our data chat process to include information on how close they are to the next level to hopefully encourage them to try their very best. Our ELD/AVID Excel teacher is also making increased use of the ELPAC interim exams to provide exposure to the question types and analyzing the data from the Interims to impact instruction in the classroom.

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

We have several areas in which student groups performed two performance levels below the "all student performance" on the 2024-25 Dashboard.

In Math, our Long-term English Learners (LTEL) and Students with Disabilities (SWD) were in the "Red" category. Our LTELs maintained at -.4 points whereas our SWD population declined by 21.9 points. This would indicate the need for much more targeted focus on closing the gaps for these two student groups, especially for our SWDs. We know that our math scores were penalized due to several SDC and alternative program students not being tested, which accounted for some of the drop in overall scores. This year we have dedicated much of the PLC time for our RSP teachers to develop plans to support their students in Directed Studies with regular reading and math intervention in addition to creating a unit on test-prep strategies with example questions and collaborative work around how to attack sample problems. We have also started piloting additional tutors and teacher supports for these students during their prep periods to see if the additional 1:1 and small group help will make a difference in their performance.

Our Suspension indicator had one subgroup that was in the "Red" category which was our Students who are two or more races. This subgroup had 25% of it's members suspended one or more days, which was an increase of over 19%.

Our Science achievement, which was Green overall, also had two groups more than two performance levels below the "all student" performance. English Learners were in the "Orange" category, while SWDs were in the "Red" category. Both student groups showed increases in their scores with the English Learners increasing their scores by 2.6 points and the SWD maintaining at +1.5 points while our "all student" group increased their scores by 6.8 points overall. We suspect the reason for this is that having a new curriculum that better addresses Next Generation Science Standards [NGSS] was an overall positive net for student performance, however students struggled with the increased emphasis on reading that the new curriculum has embedded and teachers were just learning to use the embedded supports for English Learners and SWD populations in particular. This year we have implemented a schoolwide CLOSE reading procedure in all classes that will help support students with accessing challenging text and building their skills in that area. The Science team is analyzing their data in their PLC Team meetings and deliberately planning interventions based on formative assessment results to stay on top of student needs and performance.

In addition, we have again struggled to maintain adequate staffing in our Special Education program, which has an impact on students receiving the services they require to make adequate progress as well as also struggling with chronic absences for our SWD population overall.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lee Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.48%	0.76%	0.35%	9	5	2
African American	1.65%	1.07%	0.87%	10	7	5
Asian	2.47%	1.68%	2.78%	15	11	16
Filipino	0.33%	0.46%	0.35%	2	3	2
Hispanic/Latino	74.63%	74.62%	70.78%	453	488	407
Pacific Islander	0.66%	0.31%	0.35%	4	2	2
White	15.49%	15.90%	17.91%	94	104	103
Two or More Races	2.64%	4.28%	5.04%	16	28	29
Not Reported	0.66%	0.92%	1.57%	4	6	9
Total Enrollment				607	654	575

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	321	321	265
Grade 8	286	333	310
Total Enrollment	607	654	575

Conclusions based on this data:

1. Our overall student enrollment for the last 3 years has been up and down, peaking in the 23-24 school year at 654 students. Enrollment declined significantly from 23-24 to 24-25 with a net loss of 79 students. We have further declined to an average of 550 students in the 25-26 school year. The decline in enrollment that we are currently experiencing is making it difficult for us to provide equitable opportunities for our students at Lee Middle School, and is also causing significant staffing difficulties due to late increases in staffing and partial assignments not attracting quality applicants.
2. There was a big disparity in the number of 7th graders to 8th graders in the 24-25 school year with 55 more 8th grade students. This year (25-26) we have a gap of less than 20 students between grade levels so hopefully that means our enrollment is stabilizing. When looking at our number of enrolled students for next year (26-27) we see that the gap continues to narrow to 15 students. Having more stability with our enrollment will help us to solidify staffing and avoid turnover with the uncertainty of enrollment from year to year.

3. Demographic groups have remained relatively consistent. Our Hispanic/Latino population continues to be our largest demographic group with nearly 71% of our students belonging to this demographic with White students being our second largest demographic group at nearly 18%. This indicates the need to continue to focus on culturally relevant curriculum and activities.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	96	88	63	15.8%	13.5%	11.0%
Fluent English Proficient (FEP)	200	193	165	32.9%	29.5%	28.7%
Reclassified Fluent English Proficient (RFEP)	33	35	44	34.3%	39.7%	69.8%

Conclusions based on this data:

1. Our total English Learners (EL) population has steadily declined over the past three years. For the 24-25 school year we were at 11% of students being English Learners. With the smaller numbers of EL students matriculating into Lee, it has been challenging to support the smaller numbers in our Designated English Language Development [ELD] classes given that our school is staffed on a 32 per class ratio.
2. Our number of reclassified students has grown steadily over the past couple of years. This is largely due to the Alternative Reclassification process that was re-instituted during the 23-24 and 24-25 school years. That process is no longer available so we anticipate that we will see smaller numbers of reclassified students in the future as a result.
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. We have employed strategies to ensure every English learner does their best on the English Language Proficiency Assessments for California [ELPAC] test.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	313	308	252	303	293	243	302	292	243	96.8	95.1	96.4
Grade 8	288	324	303	272	308	290	271	305	289	94.4	95.1	95.7
All Grades	601	632	555	575	601	533	573	597	532	95.7	95.1	96

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2503.	2514.	2512.	6.29	10.27	10.29	26.49	29.79	28.81	29.14	25.00	27.16	38.08	34.93	33.74
Grade 8	2491.	2525.	2518.	4.80	9.84	8.65	19.19	23.93	29.07	24.35	31.48	25.61	51.66	34.75	36.68
All Grades	N/A	N/A	N/A	5.58	10.05	9.40	23.04	26.80	28.95	26.88	28.31	26.32	44.50	34.84	35.34

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	10.26	15.75	13.58	59.27	52.74	59.67	30.46	31.51	26.75
Grade 8	5.19	13.20	11.07	48.89	56.11	57.09	45.93	30.69	31.83
All Grades	7.87	14.45	12.22	54.37	54.45	58.27	37.76	31.09	29.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	10.93	10.27	9.50	50.99	53.77	52.89	38.08	35.96	37.60
Grade 8	7.41	8.25	8.30	41.85	51.49	50.17	50.74	40.26	41.52
All Grades	9.27	9.24	8.85	46.68	52.61	51.41	44.06	38.15	39.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	8.94	14.04	13.58	70.20	70.21	65.02	20.86	15.75	21.40
Grade 8	8.15	9.90	11.76	66.30	72.61	68.51	25.56	17.49	19.72
All Grades	8.57	11.93	12.59	68.36	71.43	66.92	23.08	16.64	20.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	7.95	15.41	11.93	63.58	57.53	62.96	28.48	27.05	25.10
Grade 8	11.44	14.85	10.38	60.89	69.64	64.01	27.68	15.51	25.61
All Grades	9.60	15.13	11.09	62.30	63.70	63.53	28.10	21.18	25.38

Conclusions based on this data:

1. Lee Middle School has continued to test a high percentage of students each year at 96% of all students tested overall in English Language Arts. We feel that by testing nearly all of our students, we have an accurate picture of overall student performance on the Smarter Balanced Assessment Consortium [SBAC] test.
2. The percentage of students meeting and exceeding standards in English Language Arts (ELA) increased significantly in the 23-24 school year nearly doubling the percentage of students exceeding standards to over 10% and the percentage meeting standards by nearly 4% and although the gains were smaller in the 24-25 school year, we still had an increase of students meeting or exceeding standards of 1.5%. The percentage of students overall who met or exceeded standards went from 28.62% to 38.35% which is nearly a 10% improvement over the past 3 years. The percentage of students in the Standard Not Met category fell from 44.5% to 35.34%- a reduction of 9% over that same time period. This indicates that the Professional Learning Community Teams within the ELA department at Lee are continuing to improve outcomes for students due to their focus on data-driven instruction and assessment practices as well as schoolwide efforts to improve reading and writing instruction across our site.
3. With respect to the sub-domains in ELA, Reading has seen a steady decrease in the percentage of students below standard to a new low of 29.5% over the past 3 years. This is an overall reduction of over 8% during that time. Given that 75% of our incoming students are below grade level coming into Lee per their end of year 6th grade i-Ready assessments, this shows that students improve substantially once they are here at Lee in the short time that we have with them so they are more ready for the grade level rigor going into high school. Our area of greatest need in the sub-domains is Writing. Overall nearly 40% of our students are below standard in Writing, however we have seen a decrease of over 4% in that number over the past 3 years. This shows that the ELA PLCs should continue to focus on improving student writing as a core part of their work, as should our whole school with our schoolwide writing plan.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	313	308	252	302	297	242	301	297	241	96.5	96.4	96
Grade 8	288	324	303	274	310	290	272	307	290	95.1	95.7	95.7
All Grades	601	632	555	576	607	532	573	604	531	95.8	96	95.9

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2475.	2473.	2484.	5.32	8.42	10.37	14.62	9.76	15.77	25.25	29.97	23.24	54.82	51.85	50.62
Grade 8	2468.	2473.	2489.	7.72	9.12	10.34	7.72	7.82	9.66	21.32	17.59	23.45	63.24	65.47	56.55
Grade 11															
All Grades	N/A	N/A	N/A	6.46	8.77	10.36	11.34	8.77	12.43	23.39	23.68	23.35	58.81	58.77	53.86

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	8.33	11.45	12.86	41.67	35.35	38.17	50.00	53.20	48.96
Grade 8	8.49	8.47	12.41	39.11	37.79	42.07	52.40	53.75	45.52
Grade 11									
All Grades	8.41	9.93	12.62	40.46	36.59	40.30	51.14	53.48	47.08

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	5.98	6.73	9.13	48.84	48.82	46.47	45.18	44.44	44.40
Grade 8	5.51	6.84	7.24	37.87	46.58	45.17	56.62	46.58	47.59
All Grades	5.76	6.79	8.10	43.63	47.68	45.76	50.61	45.53	46.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2.99	6.06	7.05	60.80	63.97	59.34	36.21	29.97	33.61
Grade 8	6.25	4.23	4.83	51.47	61.24	61.72	42.28	34.53	33.45
All Grades	4.54	5.13	5.84	56.37	62.58	60.64	39.09	32.28	33.52

Conclusions based on this data:

1. Lee Middle School continues to test a high percentage of students, with 95.9% of students tested in Math. This tells us that the overall scores should be representative of our students' abilities as measured by the SBAC.
2. We saw some gains in our math achievement scores this year for the first time in a while. 22.79% of our students met or exceeded standards which is a 5% gain, whereas 53.86% of students were below standard which is a 5% reduction in that number. Our overall scaled score improved by 21 points over the last 3 years. Our math PLCs have worked hard over the last several years to learn and adopt new practices that are more in line with the new California Math Framework. Specifically, they participated in intensive professional development 2 years ago with a Solution Tree trainer, and last year adopted some of the Modern Classrooms Project core practices. This year they are continuing to innovate by incorporating the Building Thinking Classrooms practices to get students actively engaged in rigorous math tasks. The improvement in our math outcomes, we believe, is attributed to these changes in their teaching and assessment practices and to the robust collaboration they engage in during their PLC Team meetings.
3. Our area of greatest strength in math remains in the area of Communicating Reasoning with 66.48% of our students near/at/above standard which has grown by 5.6% over the past 3 years. Our areas of greatest need are Concepts and Procedures with 47.08% of students below standard (although there was a 6.4% improvement in this area) and Problem Solving & Modeling/Data Analysis with 46.14% of students below standard (although there was a 4.47% improvement in this area). This tells us that these areas should continue to be a focus area for the Math PLC Teams, as their implementation of the new innovative practices is showing signs of improved student outcomes.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1526.1	1505.2	1513.1	1523.8	1492.3	1510.2	1528.0	1517.7	1515.6	43	40	13
8	1527.0	1528.8	1544.4	1524.0	1521.5	1552.3	1529.6	1535.6	1536.0	43	34	31
All Grades										86	74	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	11.63	7.50	15.38	32.56	35.00	30.77	44.19	32.50	15.38	11.63	25.00	38.46	43	40	13
8	13.95	11.76	26.67	37.21	50.00	30.00	23.26	20.59	20.00	25.58	17.65	23.33	43	34	30
All Grades	12.79	9.46	23.26	34.88	41.89	30.23	33.72	27.03	18.60	18.60	21.62	27.91	86	74	43

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	23.26	12.50	46.15	48.84	52.50	15.38	16.28	12.50	0.00	11.63	22.50	38.46	43	40	13
8	20.93	20.59	46.67	41.86	58.82	30.00	20.93	2.94	3.33	16.28	17.65	20.00	43	34	30
All Grades	22.09	16.22	46.51	45.35	55.41	25.58	18.60	8.11	2.33	13.95	20.27	25.58	86	74	43

Written 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	6.98	7.50	0.00	25.58	12.50	15.38	27.91	37.50	38.46	39.53	42.50	46.15	43	40	13
8	6.98	5.88	16.67	23.26	29.41	20.00	34.88	38.24	23.33	34.88	26.47	40.00	43	34	30
All Grades	6.98	6.76	11.63	24.42	20.27	18.60	31.40	37.84	27.91	37.21	35.14	41.86	86	74	43

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	11.63	7.50	15.38	69.77	50.00	61.54	18.60	42.50	23.08	43	40	13
8	9.30	11.76	23.33	67.44	67.65	46.67	23.26	20.59	30.00	43	34	30
All Grades	10.47	9.46	20.93	68.60	58.11	51.16	20.93	32.43	27.91	86	74	43

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	53.49	47.50	61.54	39.53	37.50	7.69	6.98	15.00	30.77	43	40	13
8	48.84	67.65	73.33	34.88	14.71	10.00	16.28	17.65	16.67	43	34	30
All Grades	51.16	56.76	69.77	37.21	27.03	9.30	11.63	16.22	20.93	86	74	43

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	13.95	10.00	7.69	27.91	32.50	30.77	58.14	57.50	61.54	43	40	13
8	13.95	14.71	23.33	39.53	35.29	20.00	46.51	50.00	56.67	43	34	30
All Grades	13.95	12.16	18.60	33.72	33.78	23.26	52.33	54.05	58.14	86	74	43

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	11.63	5.00	0.00	79.07	77.50	69.23	9.30	17.50	30.77	43	40	13
8	6.98	8.82	6.67	69.77	76.47	73.33	23.26	14.71	20.00	43	34	30
All Grades	9.30	6.76	4.65	74.42	77.03	72.09	16.28	16.22	23.26	86	74	43

Conclusions based on this data:

1. Lee Middle School has seen a steady decline in the number of students taking the English Language Proficiency Assessments for California (ELPAC) overall. Our English Learner population has steadily declined from 3 years ago with less than half of the number of students that tested 3 years ago. We continue to test 100% of our English Learners. We believe this decline in English Learners is due to more students being reclassified at the Elementary level. We continue to see small increases in our Newcomer population.
2. We saw a large increase in the overall ELPAC Level 4 scores, nearly doubling where our students were 3 years ago. We had fewer students at Level 2 and 3 which shows that more of our students were advancing to the highest level score on the ELPAC due to the overall strength of our English Language Development (ELD) Program. We did see a slight increase in our Level 1 scores, which is most likely due to having slightly higher numbers in our Newcomer ELD program.
3. In the specific domains we had students score in the beginning range as follows: Writing-23.26%; Reading-58.14%; Speaking 20.93%; and Listening-27.91%. Reading continues to be the greatest area of need for our English

Learners and we have started to provide teachers with additional support and professional devleopment to address the needs of our English Learners in this area with a common CLOSE Reading protocol used in all classes. We also are asking our PLC Teams to focus on English Learners and supporting reading and writing practices across the curriculum to improve outcomes for our English Learners in these areas.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
575	76.2%	11%	0.7%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	63	11%
Foster Youth	4	0.7%
Homeless	10	1.7%
Socioeconomically Disadvantaged	438	76.2%
Students with Disabilities	132	23%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9%
American Indian	2	0.3%
Asian	16	2.8%
Filipino	2	0.3%
Hispanic	407	70.8%
Two or More Races	29	5%
Pacific Islander	2	0.3%
White	103	17.9%

Conclusions based on this data:

- Lee Middle School has 11% of its overall population identified as English Learners (EL). It continues to be important to support ALL teachers in implementing 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 is increasing the use of EL Shadowing Strategies and the Ellevation platform.

2. Our percentage of students identified as students with disabilities (SWD) grew again this year from 20% to over 23% of our student population. With such a large percentage of SWD, it is essential to continue to support ALL teachers in implementing Universal Design for Learning (UDL) and differentiation strategies to ensure access to the general education curriculum and provide adequate support to serve our SWD. Continuing to support and improve co-teaching partnerships and push-in paraprofessional support will continue to be a focus as developing intensive interventions in the Directed Studies classes. We had significant turnover amongst our RSP (Resource Program) Teacher staff and were understaffed most of the year with regard to Paraprofessional support due to many of them being out on extended leaves with no substitutes available. We did regain some stability within our Special Day Class (SDC) programs with intern teachers who were able to remain in those assignments all year instead of the 20-day rotation of teachers we experienced last year so we are hoping to see improvement in those programs as a result. Serving our SWD population remains a high priority and teachers identify and discuss students not meeting standards within their PLC Team processes for potential intervention opportunities.
3. Lee Middle School continues to have large numbers of Socioeconomically Disadvantaged (SED) students, although that population has fallen slightly to 76% from 80% over the past few years. Our most prominent ethnic group is Hispanic, at 70.8%. With such large numbers, it is vital to ensure culturally relevant content, environment development, and additional support for our SED and Hispanic students both within and outside the school day so they feel connected, supported, and represented in our school and curriculum.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.
- For the first time since 2017, we have no areas in the Red category overall. This represents substantial improvement overall for our school, allowing us to exit from Additional Targeted Support (ATSI). We attribute this to the work we have done consistently since COVID to strengthen Tier 1 Instruction through the PLC Team Process, develop and implement a robust Multi-tiered System of Support (MTSS) and improve the conditions and climate of our school. Our progress has been steady toward improving outcomes in all areas for our students.

2. Our Math indicator improved to the Yellow category this year due to double-digit student growth. We believe that the Professional Learning Communities (PLC) Team work that our Math Department completed within their PLC Collaborative meetings was responsible for the increase in outcomes for our students as they worked together to implement innovative practices from the professional development they had participated in the past few years. This progress would indicate a need to continue along the path as they look to adopt new materials next year that align with the new Math Framework.
3. According to the dashboard indicator, our suspension rate improved from the Red to Yellow Category this year. We have continued implementing the Social-Emotional Learning Curriculum and Restorative Practices as part of a comprehensive Multi-Tiered System of Support this year along with more consistent implementation of Interventions in Lieu of Suspension and Restorative Practices and have seen a dramatic reduction in overall suspension rate from a high of 14.8% two years ago to 8.5% for the 2024-25 school year.

School and Student Performance Data

Academic Performance English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 41.7 points below standard Maintained -1.4 points 525 Students	English Learners Orange 96.3 points below standard Increased 5.4 points 128 Students	Long-Term English Learners Red 130.1 points below standard Maintained 2.5 points 39 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged Orange 59.1 points below standard Declined 5.1 points 397 Students

Students with Disabilities  Red 148.7 points below standard Declined 19.2 points 122 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 1.6 points below standard Increased 6.2 points 14 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 55.2 points below standard Declined 6.1 points 373 Students
Two or More Races  No Performance Color 50 points below standard Maintained 1.8 points 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 5.6 points above standard Maintained 2.5 points 97 Students

Conclusions based on this data:

- Overall, English Language Arts (ELA) performance is in the Orange Category at 41.7 points below standard for all students, which was a decrease of 1.4 points from the previous year. Our English PLC teams continued their work throughout the year to implement action research around providing immediate feedback to students through their PLC Action-research developed "Instant Replay", refining and expanding its use. Our incoming students entered lower than our students the previous year, which left a bigger gap to fill with getting students closer to grade level. Despite that, they were able to maintain much of the double-digit gains from the previous year. The team also reflected on the increased writing demand of the SBAC test itself this year, and has developed strategies to increase writing stamina leading up to this year's testing.
- With regard to ethnic groups, our two largest groups showed mixed results. Hispanic students decreased scores by 6.1 points falling into the Orange category while White students increased 2.5 points and remained in the Yellow category. This shows some disparity in outcomes between these two groups and we will need to determine factors that may have contributed. Our White student subgroup remains the only group that is overall above standard.
- Our two targeted subgroups had vastly different outcomes. English Learners (EL) maintained in the Orange Category, improving 5.4 points from the previous year, while our Long-term English Learners improved by 2.5 points. Students with Disabilities (SWD) remained in the Red category decreasing by 19.2 points. Because of the persistent gaps in achievement between our "All Students" group and our targeted subgroups we will continue to focus on our English Learners and Students with Disabilities within our PLC Team protocols to ensure that intervention opportunities are implemented whenever possible. We will also work to strengthen the support our English Learners and Students with Disabilities receive in their Directed Studies and designated ELD classes to assist with attainment of grade level standards.

School and Student Performance Data

Academic Performance Mathematics

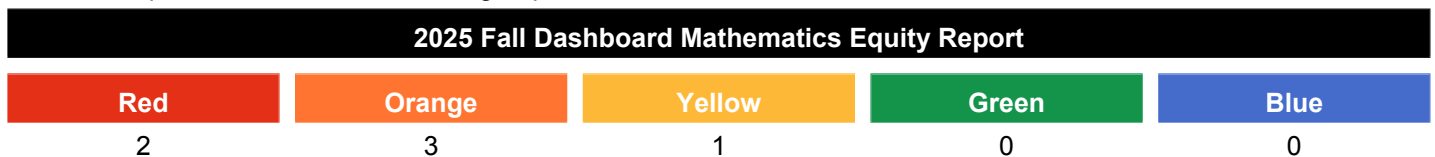
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 88.2 points below standard Increased 12 points 526 Students	English Learners  Orange 150.8 points below standard Increased 7.5 points 132 Students	Long-Term English Learners  Red 187.4 points below standard Maintained -0.4 points 39 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 168.5 points below standard 12 Students	Socioeconomically Disadvantaged  Orange 109.7 points below standard Increased 4.5 points 399 Students

Students with Disabilities  Red 190.8 points below standard Declined 21.9 points 121 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 60.4 points below standard Declined 21.5 points 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 102.1 points below standard Increased 9.2 points 372 Students
Two or More Races  No Performance Color 78.9 points below standard Increased 17 points 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 41.9 points below standard Increased 11.1 points 96 Students

Conclusions based on this data:

1. Math achievement increased by 12 points and as a result, rose into the Yellow category this year. Our teachers participated in intensive professional development over the past several years and have begun to implement some of the innovative strategies they learned. We are hoping this intensive PD will lead to continued improvement for this year. We will continue to keep math as a primary area of focus for us next year. Our Math PLCs will need additional collaborative time to implement strategies that are working and time to analyze data and plan interventions to respond to student needs.
2. Our Students with Disabilities (SWD) subgroup saw a decline of almost 22 points. Teachers will keep this subgroup at the forefront as a particular point of focus during data analysis in their PLC Team Collaborative discussions. Our Resource Specialist Program [RSP] Teachers also will need to implement more pre and re-teaching of critical concepts and provide interventions during the Directed Studies classes with students to close gaps in previous math instruction. We also will need to focus more attention on chronic absenteeism among our SWD population to ensure they can benefit from instruction and intervention opportunities. In addition, our SWD math scores were penalized due to a glitch that left undiscovered until after testing that not all of our Special Day Class students were tested. Because we did not meet the minimum testing percentage for that group, our scores were lower than they otherwise would have been. We have already taken steps to ensure these students are tested fully this year.
3. Our Asian subgroup, while only 16 students, was our only racial subgroup that declined this year. While this subgroup is relatively small in relation to all students or other significant subgroups, it would be worthwhile to look into the reasons for the decline to determine the factors that may have led to the decline. All other racial subgroups maintained or improved this year with our Two or More Races subgroup showing the largest increase at 17 points. Likewise, it would be worthwhile for the Math PLC to determine the reasons for the increase to see if it can be replicated with other groups.

School and Student Performance Data

Academic Performance Science

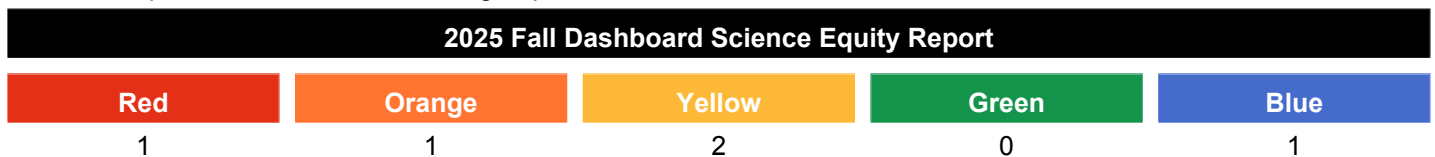
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 47.2 science points Increased 6.8 points 289 Students	English Learners  Orange 34.2 science points Increased 2.6 points 65 Students	Long-Term English Learners  No Performance Color 27.9 science points Maintained 1.5 points 25 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow 43.1 science points Increased 4.1 points 222 Students

Students with Disabilities  Red 33 science points Maintained 1.5 points 61 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 44.4 science points Increased 5.4 points 208 Students
Two or More Races  No Performance Color 53.4 science points 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 56.6 science points Increased 10.2 points 51 Students

Conclusions based on this data:

1. Our Science performance remained strong in the Green category overall with an increase in the "All Students" group of 6.8 points. The Science PLC attributes this increase to having a newly adopted curriculum that meets the NGSS standards. As teachers become more familiar with the curriculum, they anticipate continued progress with our Science achievement.
2. There is some disparity among our subgroups with our White students being in the Blue overall at 56.6 points, a more than 10 point gain from the previous year. Our Hispanic and Socioeconomically Disadvantaged students were in the Yellow category at 44.4 and 43.1 points respectively saw increases of 5.4 and 4.1 points overall. Our English Learners increased 6.2 points to 34.2 points overall putting them in the Orange category. Our Students with Disabilities were in the Red category despite improving their scores slightly by 1.5 points to 33 points overall. It is concerning that the SWD population is a little more than 14 points below all students, however their outcomes in Science are not as far below all students as in other subject matter areas. We will look into factors that may have influenced that outcome to see what we can learn to apply to other subject matter areas.
3. No subgroups declined in Science. This shows that overall Science instruction is strong, and the team should continue to build on their early successes.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
50 making progress.	69.2 making progress.
Number Students: 38 Students	Number Students: 26 Students

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.

2025 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
2.6%	47.4%	0%	50%

Conclusions based on this data:

1. There were a total of 64 English Learner students at Lee during the 2024-25 school year which was a significant decrease from 119 the previous year. This decrease, we believe is due to the increase in reclassification rates at the Elementary school level with fewer English Learners coming into Lee.
2. The overall performance level for English Learner (EL) students decreased slightly from 54% last year to 50% this year, taking Lee from the Green to Orange category on the dashboard. Overall 97.4% of our EL students increased their scores on the ELPAC exam, however not enough to jump a whole level, which is required to show progress for the English Learner Progress Indicator. A bright spot in our English Learner data is that 69.2% of Long Term English Learners (LTELs) made progress. This was a substantial increase for our Long Term English Learners from 53.6% the previous year. Smaller class sizes in the AVID Excel (designated English Language Development class) and fewer EL students overall led to more individualized help for students who are LTELs which could account for some of the increase in scores. PLC Teams focused on EL students during their data analysis sessions and collaborated to implement strategies such as incorporating more academic discourse in classes and providing more language support (sentence frames, graphic organizers, explicit vocabulary instruction, etc.) to improve EL outcomes.
3. 50% of our ELs progressed at least one English Learner Progress Indicator (ELPI) level, 47.4% maintained their ELPI level (an increase of 24% from the previous year) and only 2.6% declined one level (a decrease of 19.6% from the previous year). We need to continue to build upon the strategies that we have been working hard on the past few

years (more academic talk in classrooms, EL Shadowing strategies-reciprocal teaching and think-pair-write-share, etc.) and continue to work to provide more support and motivation for students to progress in their levels. We continued to deepen our our work this year around the ELPAC test and continued to provide practice for students in implementing the ELPAC Interims as well.

School and Student Performance Data

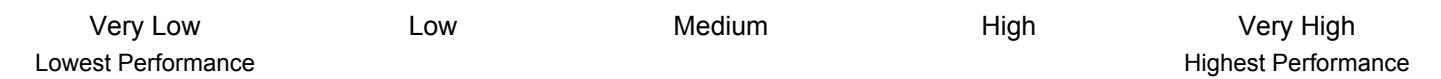
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Orange
24.2% Chronically Absent	30.3% Chronically Absent	29.8% Chronically Absent
Declined 6.9	Declined 4.7	Declined 8.5
590 Students	66 Students	47 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	50% Chronically Absent	29.1% Chronically Absent
4 Students	Declined 11.5	Declined 5.9
	14 Students	454 Students

Students with Disabilities  Orange 36.5% Chronically Absent Declined 2.1 137 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 25% Chronically Absent Increased 15.9 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 25.4% Chronically Absent Declined 5.7 421 Students
Two or More Races  Orange 23.7% Chronically Absent Declined 13.8 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 19% Chronically Absent Declined 7.4 105 Students

Conclusions based on this data:

- Overall, Lee Middle School's chronic absence rate decreased again this year, with 24.2% percent of students chronically absent (a decline of 7%), keeping Lee in the Yellow Category. This tells us we should continue to utilize the Character Strong Attendance Blueprint and Attendance Works protocols we put in place because they are working to decrease chronic absenteeism. We are concerned, however, with how our chronic absence rate will be affected by losing our Attendance Liaison support due to budget cuts.
- We made overall progress due to nearly all subgroups experiencing declines in the chronic absence rate. Even with this progress, our Homeless population continued at nearly double the chronic absence rate of the "All Student" subgroup at 50%. Even though that population is small, and increased 11.5 points, we still need to do more to support our Homeless students in getting to school. Our Students with Disabilities subgroup continued to have a higher chronic absence rate as well at 36.5% (a decline of 2.1%). This group is especially hard hit by absences because they cannot receive the services they need when they are not at school. We need to continue to focus on this group, especially with the students in our SDC classes since they have among the highest chronic absence rate in the school.
- Our two English Learner subgroups saw significant declines of 4.7% for ELs and 8.5% for LTELs. We had placed increased focus on those groups last year and are pleased to see the continued decreases, though both remain in the Orange category. This tells us we should continue to focus on these subgroups to improve outcomes.

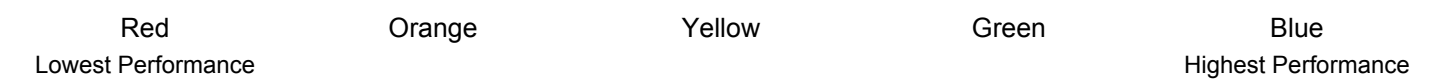
School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

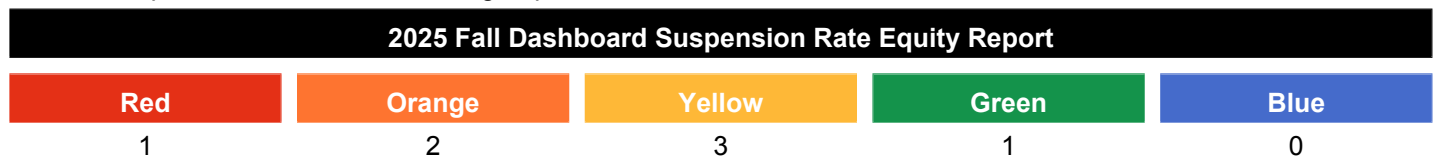
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 8.5% suspended at least one day Declined 6.3% 598 Students	English Learners Yellow 11.9% suspended at least one day Declined 8.3% 67 Students	Long-Term English Learners Orange 17% suspended at least one day Declined 3.7% 47 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless No Performance Color 6.7% suspended at least one day Declined 8.7% 15 Students	Socioeconomically Disadvantaged Yellow 9.8% suspended at least one day Declined 6.9% 459 Students

Students with Disabilities  Orange 12.9% suspended at least one day Declined 6.8% 139 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 6.3% suspended at least one day Declined 11.9% 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Green 6.1% suspended at least one day Declined 8% 426 Students
Two or More Races  Red 25.6% suspended at least one day Increased 19.4% 39 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 10.4% suspended at least one day Declined 6.6% 106 Students

Conclusions based on this data:

1. The dashboard shows our suspension rate of all students decreased by 6.3% to 8.5% of students suspended 1 or more times, moving us from the Red category to the Yellow category. We believe that this is due largely to implementing a comprehensive approach to decreasing suspension rates. This approach includes increased use of restorative practices, more effective Tier 2 and 3 behavior interventions, continuing to improve our Tier 1 schoolwide practices, and the increased use of interventions in lieu of suspension for most first-time suspendable offenses.
2. English Learners' suspension rates declined significantly during the 2024-25 school year to 11.9% from 20% the previous year. The Students with Disabilities subgroup also declined significantly from 19.7% to just under 13%. While the declines for these targeted subgroups are significant, they are still much higher than the all student subgroup so continued focus should be given to providing the support they need to improve their behavior in and outside of the classroom. Additional training is needed for staff in working with our English Learners and Students with Disabilities about suspension rates, de-escalation, and developing a more restorative classroom and school climate.
3. Every student subgroup saw declines in suspension rates with the exception of the Two or More Races student subgroup, which saw an increase of 19.4%. We plan to conduct further data analysis and empathy interviews of the students in the subgroup to find out root causes behind the large disparity so we can implement proactive solutions to assist with bringing down their suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

After analyzing Dashboard data and conducting a comprehensive needs assessment with school partners, the identified need was to increase the level of rigor and culturally relevant experiences in courses and to provide more opportunities for meaningful engagement in Visual and Performing Arts (VAPA) and College and Career related activities and supports.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Number of students who participate in VAPA (Visual and Performing Arts).	23-24 School Year During the 23-24 school year, 179 students (27%) participated in Visual and Performing Arts classes, including advanced band, Intermediate Band, Choir, Strings, Mariachi, Guitar, Yearbook, and Arts and media. We continue to provide additional opportunities for students to have VAPA-related experiences through field trips and extracurricular activities, including a new Drama Club in which 30 students participate. 24-25 School Year This year, 124 students (21%) participated in Visual and Performing Arts classes, including advanced band, Intermediate Band, Choir, Strings, Mariachi, Guitar, and Yearbook. Due to a change in credentialing requirements, we could not offer Arts & Media. We continue to provide additional opportunities for students to have VAPA-related experiences through field trips and extracurricular activities. So far this year, we have taken 150 students to the Mondavi Center to experience VAPA performances, 350 students attended the Sacramento Taiko Dan performance on our campus, 70 AVID 7 students attended a field trip to the Crocker Art Museum, and 30 students are participating in the drama club this year. Our music students have participated in 3 formal concerts, and our Strings and Band classes will compete in two separate competitions later this spring. While these numbers are smaller than last year, they are proportionate to our decreased enrollment. 25-26 School Year	Our goal is for 30% of our student population to be involved in one or more VAPA classes on campus. We expect to continue supporting VAPA opportunities outside of VAPA classes so all students have the chance to access enriching experiences through field trips, clubs and other co-curricular offerings.
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	Our goal was for 25% of students to be enrolled in one Visual and Performing Arts class this year and we have exceeded that goal. This year, 154 students (28%) participated in Visual and Performing Arts classes including Combined Band, Strings, Mariachi, Guitar, Art, Drama and Yearbook. We continue to provide additional opportunities for students to have VAPA-related experiences through field trips and co-curricular activities. So far this year, we have taken over 150 students to the Mondavi Center to experience 3 different VAPA performances, 60 AVID 7 students attended a field trip to the Crocker Art Museum, 46 AVID Excel and ELD students will attend a field trip to the Railroad Museum and 57 students in our Dual Immersion Program will visit the Shretti Museum at UC Davis and the California Museum. We have approximately 20 students participating in Music Club and 25 students are participating in the Drama club this year. Our music students have participated in 2 formal concerts, and our Strings, Mariachi and Band classes will compete later this spring on their Music in the Parks field trip. We have also made progress on our goal of opening a maker space by the end of the year and we are working on an after school Latin Dance workshop this spring. The Arts and Music funding has greatly enabled us to add more opportunities for students to experience Visual and Performing Arts opportunities.	
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	23-24 School Year 2 Students earned the Biliteracy Pathway Award 24-25 School Year 1 Student earned the Biliteracy Pathway Award 25-26 School Year 10 students earned the Biliteracy Pathway Award-exceeded our goal of increasing by 50%	Increase the number of students earning the Biliteracy Pathway Award by 50%.
Number of students participating in meaningful college/career experiences.	23-24 School Year Nearly all of our students will participate in one or more meaningful college/career experiences this year: College/Career Field Trips = 694 students Career R&D classes=62 students	Continue to provide opportunities for ALL students to participate in meaningful college/career experiences.

	CTE classes= 46 students EAOP & ETS presentations= 475 students 2 Guest Speaker opportunities=80 students Future Wolf Day CTE Tour at WHS= 325 8th Graders 8th Grade Math Field Trip to UCD = 100 students MESA Day 3/2= 12 students EmpowerHer 3/6= 13 students Cesar Chavez Youth Leadership Conference 3/16= 10 students AVID Excel 8-Sac History Museum = 3/19 AVID 8 to CSUS 3/25=55 students AVID 7 to Crocker Art Museum & Old Sac. Music in the Park field trip 4/27-65 students EAOP to UCD 4/30-55 students ETS to UCD 5/22-27 students AVID 7 to Sac State 4/27-50 students AVID 7 to UCD 5/29-50 Students AVID 8 to Chico State in May-55 students AVID Excel 8 and ELD Classes to UCD-60 students Schoolwide Career Day planned for May-all students Leadership Development Day-75 students Music Club Field Trip to Chico State Music Program 24-25 School Year Nearly all of our students will again participate in one or more meaningful college/career experiences this year: Career R&D class-27 students CTE classes (Construction & Ag Science) 52 students MESA classes-57 students EAOP & ETS presentations= 125 students 3 Guest Speaker opportunities=82 students Future Wolf Day CTE Tour at WHS= all 318 8th Graders MESA Day-14 students EmpowerHer (4 students) AVID Excel & ELD-Sac Railroad Museum-47 students AVID 8 to CSUS-41 students AVID 8/AVID Excel 8 to WHS for Shadow Day= 62 students AVID 7 to Crocker Art Museum & Old Sac. = 71 students Music in the Park field trip = 66 students Golden Empire Music Festival=66 students	
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	EAOP to UCD= 20 students AVID 7 to UCD= 71 Students Ethnic Studies to CA Museum & Old Sac= 44 students Cirque Kalabante & UCD Tour field trip= 98 students Yamato Mondavi field trip= 50 students AVID Excel 8 and ELD Classes to UCD = 48 students Schoolwide Career Day = all students Leadership Development Days= 79 students Music Club Field Trip to Sacramento State Music Program=10 students AVID 7 to Edible Garden= 72 students 25-26 School Year Nearly all of our students will again participate in one or more meaningful college/career experience this year: Career R&D class-19 students CTE classes (Construction & Ag Science) 36 students MESA classes-61 students EAOP & ETS presentations= 12 students (program staff was inconsistent this year) 6 Guest Speaker opportunities=241 students Future Wolf Day CTE Tour at WHS= all 265 8th Graders MESA Day Competition-16 students EmpowerHer Conference at UC Davis- 14 students AVID Excel & ELD-Sac Railroad Museum-44 students AVID 8 to CSUS-60 students AVID 8 to State Capitol-60 students Drama field trip to Woodland Opera House=22 students AVID 8/AVID Excel 8 to WHS for Shadow Day= 73 students AVID 7 to Crocker Art Museum & Old Sac. = 60 students Music in the Park field trip = 42 students AVID 7 to UCD= 60 Students AVID 7 and ELD/AVID Excel classes to the Woodland Public Library=102 students Mariachi de Herencia Mondavi field trip & UCD tour=55 students Nvodlu Youth Choir & UCD Tour field trip= 55 students Words Take Wing Mondavi field trip & UCD tour= 50 students AVID Excel 7/8 and ELD Classes to UCD = 45 students AVID 7 weekly UCD Beta Lab experience=60 students Schoolwide Career Day = all students	
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	Leadership Development Days= 75 students Music Field trip to Elementary Schools=42 students Ag Science classes to UCD Farm=36 students AVID 7 to Edible Garden= 60 students Dual Immersion students to the California Museum=55 students	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	COLLEGE AND CAREER READINESS Schoolwide implementation of the AVID (Advancement via Individual Determination) Program will ensure a system for rigor and college and career readiness for all students is in place. To advance that goal, we will fully implement the AVID elective in 7th and 8th grade which includes supporting the AVID Coordinator with extra duty pay, AVID Tutors who assist in running the weekly AVID Tutorial groups, robust Professional Development, and College/Career-focused Activities and Field Trips for all AVID elective students. AVID is an evidence-based approach to ensuring a system of rigor and cognitively complex learning experiences for students. To deepen our implementation beyond the AVID elective classes, all staff will be trained in key AVID WICOR strategies including further training in the AVID Critical Reading process, Moving Beyond Turn and Talk and Focused Note Taking and will implement these strategies in their classes across the campus. We will also implement new strategies for Organization across the campus to support students with executive functioning skills. We will also ensure continued focus on college and career activities for all students to include additional college and career field trips (including to Woodland Community College), guest speaker opportunities, our annual Future Wolf Day and Career Day events, and meaningful career development activities in the classroom. All AVID Activities, Professional Development, Field Trips and Tutors will be paid for through Title 1 funds.	All Students, explicitly focusing on strategies for Students with Disabilities, English Learners, and Socio-economically Disadvantaged Students.	25500 Title I Part A: Basic Grants Low-Income and Neglected 510.01 Site Discretionary
1.2	SCHOOL ENGAGEMENT THROUGH VAPA, STEM AND CULTURALLY RELEVANT EXPERIENCES Provide additional opportunities to support student engagement and participation in Visual and	All students	108428 Arts and Music in Schools

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Performing Arts, STEM (Science, Technology, Engineering, and Math) activities, and Culturally Relevant experiences. This includes additional staffing for VAPA classes such as Art and Drama as well as materials & supplies needed, support for our maker space programming, Field Trips and support for additional co-curricular activities. Every student should find something of interest to create a sense of deep engagement and connection to our campus to spark their curiosity in future areas of study.		
1.3	MATERIALS, SUPPLIES AND TECHNOLOGY PROGRAMS TO SUPPORT DIFFERENTIATION NEEDS OF STUDENTS Provide materials, supplies, technology programs and copies to support core program differentiation for students to ensure all students' access to Universal Design for Learning (UDL). UDL draws from various research, including neuroscience, the learning sciences, and cognitive psychology. It is deeply rooted in concepts such as the Zone of Proximal Development, scaffolding, mentorship, and modeling, as well as the foundational works of Piaget, Vygotsky, Bruner, Ross, and Wood, and Bloom, who espoused similar principles for understanding individual differences and the pedagogies to support them best. With a high number of students with disabilities and many more who come to us significantly below grade level, our teachers and staff need tools to be able to meet the varied needs of our diverse learners. A portion of the copies and materials/supplies needed to support differentiation will be funded through Title 1 funds.	All students	8500 Supplemental/Concentration 15500 Title I Part A: Basic Grants Low-Income and Neglected 11500 Site Discretionary

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, we implemented the strategies outlined in Goal 1 of the SPSA with a strong focus on deepening schoolwide AVID implementation and advancing the District Literacy Initiative. All teachers participated in training on the AVID Critical Reading Process, and Professional Learning Communities (PLCs) engaged in ongoing collaboration to ensure fidelity of implementation. Teams worked intentionally to design and integrate critical reading strategies into daily instruction and used student evidence to reflect on and refine their practices. As a result, classrooms across campus demonstrated increased use of structured reading strategies and more rigorous, engaging learning experiences for students.

The effectiveness of these efforts was evident in both instructional practice and student outcomes. The continued growth of our AVID program, along with the success of students enrolled in AVID, reinforced the impact of this action in supporting college and career readiness. Staff engaged in multiple forms of professional learning throughout the year, including site-based AVID team presentations during staff meetings, in-person participation in Sacramento County Office of Education AVID workshop days, and collaborative “watch parties” for virtual AVID professional development sessions. These varied learning opportunities supported consistent implementation and strengthened instructional coherence across departments.

To further support our Goal 1 vision, we expanded access to real-world learning experiences. Nearly all students participated in at least one college or career-focused field trip, providing valuable exposure to postsecondary opportunities. Additionally, all 8th-grade students attended “Future Wolf Day” at Woodland High School, where they explored Career Technical Education (CTE) pathways available in high school. Student feedback indicated that this experience increased their awareness of options and helped inform their course selections and future planning.

We also continued to refine our Career Day based on prior feedback, increasing student ownership and engagement. For the second consecutive year, 8th-grade students researched and developed presentations aligned to their individual career interest assessments, administered by school counselors. These students then presented to 7th-grade peers, who selected sessions based on their own interests. This structure not only expanded students’ knowledge of college and career pathways but also fostered leadership skills among 8th-grade students by providing a meaningful opportunity for all to actively contribute.

Finally, we were able to begin implementation of our site Visual and Performing Arts plan, utilizing the funding from Proposition 28 to add new VAPA classes to our master schedule (Art and Drama) for additional engagement opportunities.

Overall, the coordinated implementation of AVID strategies, targeted professional development, and expanded real-world learning opportunities resulted in measurable progress toward achieving Goal 1 and strengthening college and career readiness for all students.

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

The main area in which we had significant differences between intended implementation and budgeted expenditures was in the engagement through Visual and Performing Arts (VAPA) participation. We followed the district budget guidelines for staffing, however the teacher that was hired for our art classes, cost significantly less than we had budgeted and we repurposed the funding to support other areas of our VAPA plan. In addition, we made adjustments to our AVID budget throughout the year due to lack of tutor availability and used the funds to support teacher professional development on the implementation of AVID Strategies and additional field trips for students.

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 the intent of this goal remains the same; however, it will have to be scaled back due to the significant reduction in our site budget for this year. Due to the success of the group “watch party” sessions for the virtual AVID PD, and the overall desire of our staff to attend more AVID Professional Development, we will continue that in this year’s plan. We saw that it led to a more collaborative approach and enhanced implementation of strategies on our campus. This can be found in Strategy 1.1 of our SPSA. Due to feedback received from our students and parents, we will also expand our college and career experiences beyond college/career field trips and look for additional opportunities for students to visit Woodland Community College for information on certificate programs and will also leverage community resources to bring information about other non-college career options to our school site. This can also be found in Strategy 1.1.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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 (PLC); 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 further decrease chronic absenteeism and suspension rates and increase student sense of safety and connectedness.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Performance level on ELA (English Language Arts) and Math Academic Indicator.	ELA 2022-23 "Orange" overall 58.6 points below standard English Learner students were 114.6 points below standard (Red) Students with Disabilities were 120.7 points below standard (Orange) Socioeconomically Disadvantaged students were 67.9 points below standard (Orange) 2023-24 "Yellow" overall 40.3 points below standard (increase of 18.3 points) English Learner students were 101.7 points below standard (Orange) Long Term English Learner students were 132.6 points below standard (Orange) Students with Disabilities were 129.5 points below standard (Red) Socioeconomically Disadvantaged students were 53.9 points below standard (Yellow) 2024-25 "Orange" overall 41.7 points below standard (maintained at -1.4 points) English Learner students increased 5.6 points to 96.3 points below standard (Orange) Long Term English Learner students maintained +2.5 points to 130.1 points below standard (Red) Students with Disabilities decreased by 19.2 points to 148.7 points below standard (Red) Socioeconomically Disadvantaged students declined 5.1 points to 59.1 points below standard (Orange) Math 2022-23 "Orange" overall 99.6 points below standard English Learner students were 157.9 points below standard (Orange) Students with Disabilities were 157.8 points below standard (Orange) Socioeconomically Disadvantaged students were 112.5 points below standard (Orange) 2023-24 "Red" overall 100.2 points below standard (maintained - 0.7 points) English Learner students were 158.4 points below standard (Red) Long Term English Learner students were 186.9 points below standard (Red) Students with Disabilities were 168.9 points below standard (Red)	Our target for ELA and Math on CAASPP is to improve the distance from the standard by at least 3 points, with accelerated growth for targeted subgroups (English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students). ELA Red Subgroups Students with Disabilities- the goal is to increase by at least 5 points and move into the Orange category. Long Term English Learners-th goal is to increase by at least 5 points and move into the Orange category Math Red Subgroups For Long-Term English Learners and Students With Disabilities, our goal is to increase by at least 5 points and move into the Orange Category.
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	Socioeconomically Disadvantaged students were 114.3 points below standard (Red) 2024-25 "Yellow" overall 88.2 points below standard (increased 12 points) English Learner students increased 7.5 points to 150.8 points below standard (Orange) Long Term English Learner students maintained -.4 points to 187.4 points below standard (Red) Students with Disabilities declined 21.9 points to 190.8 points below standard (Red) Socioeconomically Disadvantaged students increased 4.5 points to 109.7 points below standard (Orange)	
Performance on the California Spanish Assessment (CSA)	Baseline for 24-25 (new metric) 9.38% High Degree (Level 3) 28.13% Moderate Degree (Level 2) 62.50% Limited Degree (Level 1)	Increase students scoring at Level 2 and Level 3 on the CSA by 3-5%
Percentage of students who are chronically absent	Percentage of chronically absent students 2022-23 "Yellow" overall-34.8% Chronically Absent The 2022-23 Baseline for English Learner Students is 42.3% chronically absent The 2022-23 Baseline for Students With Disabilities is 46.1% chronically absent 2023-24 "Yellow" overall-31.2% Chronically Absent English Learners 35.1%, Chronically absent, decrease of 7.3% Long-term English Learners 38.3%, Chronically absent, decrease of 8.2% Students with Disabilities 38.6%, Chronically absent, decrease of 7.5% 2024-25 "Yellow" overall-24.2% Chronically Absent English Learners 30.3%, Chronically absent, decrease of 4.7% Long-term English Learners 29.8%, Chronically absent, decrease of 8.5% Students with Disabilities 36.5%, Chronically absent, decrease of 2.1%	We aim to decrease our chronically absent student percentage by 4.2% overall to be at or under 20%. Red Subgroups Our target for English learners is to decrease by 4% to be under 27% Our target for Long Term English learners is to decrease by 3% to be under 27% Our target for Students with Disabilities is to decrease by 5% to be under 30%
SEL Screener The difference between the percentage of students identified as having a concerning level of internalized behavior in Fall vs Spring	*New Metric Baseline for 25-26 Fall 2025 10.41% of students showed a concerning level of internalizing behavior Spring 2026 9.81% of student showed a concerning level of internalizing behavior	

Student sense of safety and school connectedness	Student sense of safety and school connectedness 2023-24 California Healthy Kids Survey (CHKS) 45% of 7th-grade students reported feeling safe or very safe at school (15% do not feel safe) 48% of 7th-grade students reported feeling highly connected to school. 2024-25 CHKS 47% of 7th-grade students reported feeling safe or very safe at school (16% do not feel safe) 49% of 7th-grade students reported feeling highly connected to school. 2025-26 CHKS 58% of 7th-grade students reported feeling safe or very safe at school (8% do not feel safe) 59% of 7th-grade students reported feeling highly connected to school.	Increase the percentage of students who do feel safe or very safe at school by 3% Increase the percentage of students feeling highly connected to school by 3%
Suspension rate	Suspension Rate 2022-23 "Red" overall-12.2% Suspended at least 1 time English Learners- 15.6% Suspended at least 1 time (Red) Hispanic students- 12% Suspended at least 1 time (Orange) Socioeconomically Disadvantaged students- 12.9% Suspended at least 1 time (Orange) Students with Disabilities- 16.9% Suspended at least 1 time (Orange) White students- 15% Suspended at least 1 time (Red) 2023-24 "Red" overall-14.8% Suspended at least 1 time English Learners- 20.2% Suspended at least 1 time (Red) Long Term English Learners- 20.7% Suspended at least 1 time (Red) Hispanic students- 14.1% Suspended at least 1 time (Red) Socioeconomically Disadvantaged students- 16.7% Suspended at least 1 time (Red) Students with Disabilities- 19.7% Suspended at least 1 time (Red) White students- 17% Suspended at least 1 time (Red) 2024-25 "Yellow" overall-8.5% Suspended at least 1 time (decline of 6.3%) English Learners- 11.9% Suspended at least 1 time (Yellow)	Our target is to reduce the overall suspension rate to below 8% overall Red Subgroups-targets Two or More Races-reduce by 3 points and move to Yellow category

	Long Term English Learners- 17% Suspended at least 1 time (Orange) Hispanic students- 6.1% Suspended at least 1 time (Green) Socioeconomically Disadvantaged students- 9.8% Suspended at least 1 time (Yellow) Students with Disabilities- 12.9% Suspended at least 1 time (Orange) White students- 10.4% Suspended at least 1 time (Yellow) Two or More Races-25.6 Suspended at least 1 time (Red)	
Percent of parents who strongly agree that (a) the school encourages me to be an active partner; (b) the school promotes parent involvement; and (c) parents feel welcome to participate at this school.	On the 2023-24 CA Healthy Kids Survey, parents responded "agree or strongly agree" to the following questions: The school encourages me to be an active partner-72% The school promotes parent involvement-66% Parents feel welcome to participate at this school-66% On the 2024-25 CA Healthy Kids Survey, parents responded "agree or strongly agree" to the following questions: The school encourages me to be an active partner-78% The school promotes parent involvement-80% Parents feel welcome to participate at this school-76% On the 2025-26 CA Healthy Kids Survey, parents responded "agree or strongly agree" to the following questions: The school encourages me to be an active partner-95% The school promotes parent involvement-77% Parents feel welcome to participate at this school-79%	Our goal is to increase these scores by 3%
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	The Spring 2024 Baseline on the Self-Evaluation for PLC Implementation is 5.5 overall. The Spring 2025 Self-Evaluation for PLC Implementation is 7 overall. The 2026 Self-Evaluation for PLC Implementation is 7.8 overall	Increase score on the Self-Evaluation for PLC Implementation by .5 points to exceed 8 overall.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	ENSURE QUALITY FIRST INSTRUCTION AND TIER 2 ACADEMIC SUPPORT IN EVERY CLASSROOM Ensure effective Professional Learning Community (PLC) collaborative structures and time for teachers to engage in collaborative work, data analysis, and intervention planning. As part of our PLC work this year we will continue to discuss and develop Guaranteed Viable Curriculum where all teachers of the same course are aligned on the grade level standards they are teaching and assessing and will engage in implementing common assessments and data analysis cycles to determine supports for students who need additional help in attaining the standards or extensions to go beyond. Teachers will be provided professional development opportunities around specific parts of the PLC process as well as extra time via sub days or extra duty pay for the PLC Team work they engage in that is above and beyond the PLC Team Wednesdays. In addition, we will implement Guaranteed Viable Instruction; providing our teachers with the professional development they need to implement our schoolwide expectations around the classroom environment, creating connections, lesson opening, concept instruction, assessment and lesson closure & reflection to ensure quality first instruction in every classroom. Teachers will be provided specific professional development around subject-specific needs as well as general overarching pieces. We will also promote a schoolwide culture of reading and academic achievement through specific programs and activities to engage students in academic competition and recognition to increase motivation. PLCs and Professional Development have a major part in creating Teacher Collective Efficacy, which tops the list of most impactful educational strategies according to John Hattie's meta-analysis of research, with an effect size of 1.57, which is up to nearly 4 years of growth for every year spent in the classroom. Response to Intervention has an effect size of 1.29, which is almost 3 years of growth for each year in school.	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.	33500 Title I Part A: Basic Grants Low-Income and Neglected
2.2	IMPLEMENT A COMPREHENSIVE MULTI-TIERED SYSTEM OF SUPPORT TO MEET STUDENTS' TIER 2 & 3 ACADEMIC NEEDS Implement a comprehensive multi-tiered system of support for students' academic needs and	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged	11825 Supplemental/Concentration 2000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	accelerate learning to close gaps. Actions will include additional academic intervention activities including intensive reading intervention and additional Math support, enrichment activities, before/after school help and Grades N' Grub events, and Directed Studies Support to specifically target supporting students with disabilities.	Students, and English Learners.	Site Discretionary
2.3	ENSURE EFFECTIVE TIER 1 BEHAVIORAL AND SOCIAL EMOTIONAL SUPPORT Continue to support and strengthen schoolwide Tier 1 Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning Supports for students. (Schoolwide PBIS, Character Strong Lessons, Tier 1 Activities, Restorative Practices and Professional Development, and Bullying Prevention activities). By implementing evidence-based practices within a PBIS framework, schools support their students' academic, social, emotional, and behavioral success, engage with families to create locally-meaningful and culturally-relevant outcomes, and use data to make informed decisions that improve how things work for everyone. Professional Development for PBIS and MTSS and Support for the Tier 1 PBIS Team work will be funded through Title 1 funds.	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.	2096 Supplemental/Concentration 3500 Title I Part A: Basic Grants Low-Income and Neglected 2000 Site Discretionary
2.4	IMPLEMENT A COMPREHENSIVE MULTI-TIERED SYSTEM OF SUPPORT TO MEET STUDENTS' TIER 2 & 3 BEHAVIORAL AND SOCIAL EMOTIONAL NEEDS Continue developing and strengthening Tier 2 and 3 behavioral and social-emotional supports for students including Wellness Team Meetings, Brief Solution-Focused Counseling, Group Counseling, Behavior Academies, Behavior Interventions, Restorative Practices, Ripple Effects, Drug/Alcohol Counseling, Attendance Intervention and the Check and Connect mentoring program. These are evidence-based interventions that, if implemented with fidelity, have shown improved outcomes for students. Our Intervention Coordinator position will be funded with Title 1 funds.	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.	2500 Supplemental/Concentration 20000 Title I Part A: Basic Grants Low-Income and Neglected
2.5	ENSURE STUDENT SAFETY ON CAMPUS Create a more appealing and safe physical environment for students through additional signage, extra supervision/noon duty (especially in and around bathrooms and hallways), and campus beautification activities. Research shows that	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.	2000 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	students' perception of campus safety can dramatically impact academic outcomes.		
2.6	IMPROVE FAMILY AND COMMUNITY ENGAGEMENT To support students' academic and social emotional growth, we will invest in meaningful and inclusive family and community engagement strategies. Lee is the recipient of a Community Schools Grant from the state of California, and this will help support our work in this area. From developing and promoting meaningful family events to seeking resources from the community to support our families, we will implement activities that strengthen the family-school relationship. Our plan includes actions that will leave our families feeling welcomed, supported, and in possession of the knowledge and skills they need to support their students' academic, behavioral and social-emotional growth.	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.	800 Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

To advance the intended outcomes of Goal 2, the school maintained a strong focus on the continued implementation and refinement of Professional Learning Communities (PLCs) and the development of a comprehensive Multi-Tiered System of Supports (MTSS) to address both the academic and social-emotional needs of students. Significant investments were made in professional development and structured collaboration time to ensure PLC teams had the capacity and resources to engage in meaningful, data-driven work. Through a sitewide book study, staff deepened their understanding and application of the 15-Day Challenge PLC protocols. As a result, teachers strengthened their practice in identifying essential standards, unpacking those standards into clear learning targets, designing and implementing common formative assessments, and analyzing resulting data to inform instruction. Some PLC teams also began piloting targeted intervention strategies for students not yet meeting standards, as well as enrichment opportunities for those exceeding expectations. However, the absence of a systemic, built-in intervention period during the school day continues to present a significant barrier to full PLC implementation and responsiveness.

In addition to PLC-focused professional learning, the mathematics department built upon prior intensive training by further implementing instructional strategies aligned to best practices, including participation in Building Thinking Classrooms training. These efforts contributed to notable gains in student achievement in mathematics, with continued growth anticipated as staff deepen their implementation of these strategies. Across content areas, Math, English, ELD, and Science, departments expanded the use of SBAC and ELPAC interim assessments, in conjunction with PLC-developed common assessments, to more effectively monitor student progress throughout the year.

Within the academic component of the MTSS framework, the school successfully implemented many planned supports outside of the instructional day, including expanded before- and after-school intervention opportunities. The "Grades and Grub" program was also enhanced, with events held each grading period and strong student participation averaging

approximately 100 attendees per session. A pilot of small-group reading intervention for the lowest-performing readers yielded mixed results, largely due to inconsistent student participation. Additionally, Directed Studies teachers began implementing a newly adopted online intervention program to better target the individualized needs of students with disabilities.

On the social-emotional side of the MTSS framework, the majority of planned initiatives were implemented with fidelity. The school strengthened its Positive Behavioral Interventions and Supports (PBIS) system and is on track to award over one million positive recognition points for the fourth consecutive year. Restorative Practices continued to be expanded and implemented more systemically; however, suspension rates increased compared to the previous year, largely due to a higher number of students presenting with Tier 3 behavioral needs. The use of alternatives to suspension remained a priority, and these interventions have continued to demonstrate effectiveness in reducing repeat behavioral incidents among participating students.

Tier 1 Social-Emotional Learning (SEL) instruction was delivered consistently on a weekly basis, supplemented by targeted efforts through programs such as Safe School Ambassadors, addressing key areas including bullying prevention, kindness, and suicide awareness. The Rtl Specialist and Intervention Coordinator played a critical role in organizing and sustaining these efforts. The Wellness Team also met regularly to monitor student needs and coordinate appropriate social-emotional interventions.

Attendance remained an area of focused intervention, particularly for English Learners and students with disabilities identified as chronically absent. Efforts included personalized outreach through phone calls and home visits, as well as the implementation of an incentive program for students nearing chronic absence thresholds. Despite these efforts, the loss of the Attendance Liaison position significantly impacted the school's capacity to effectively address chronic absenteeism. Case managers continued to partner with families of students with disabilities to emphasize the importance of attendance, and IEP teams worked collaboratively to identify and reduce barriers to consistent school participation. The school also coordinated closely with the nurse to support medically fragile students, facilitating access to Home Hospital Instruction or the FLEX program as appropriate.

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

While substantial progress was made toward the implementation of strategies aligned to Goal 2, there were several areas in which actual outcomes differed from the original plan. Most notably, the establishment of an embedded intervention period during the instructional day did not advance as anticipated. Despite strong staff commitment and multiple exploratory efforts, progress was limited due to the need to negotiate key components of the proposed model with labor partners. As a result, no significant movement was made this year toward implementing a systemic, built-in intervention period, and this continues to be a critical area for future focus. Instead, we focused on defining what best first instruction should look like in every classroom at Lee and look forward to training all staff to implement this next year.

Additionally, the site allocated a significant portion of its budget to hire instructional tutors intended to provide in-class academic support for students. However, due to challenges in recruiting and hiring a sufficient number of qualified tutors, this strategy was not implemented as planned. In response, the school adapted by utilizing certificated staff during their preparation periods to provide targeted support for students in Directed Studies classes. While this adjustment allowed for continued academic intervention, it differed from the original intent of providing consistent, push-in support across classrooms.

Finally, funds were designated to hire an additional campus supervision staff member to support student safety during lunch periods. Ultimately, this position was not needed, as the site was able to meet supervision needs within its existing district-allocated staffing. The unspent funds were strategically reallocated to enhance campus safety through the purchase of additional materials, signage, and supplies, ensuring that resources continued to support a safe and structured learning environment.

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

Based on the comprehensive needs assessment and reflection on this year's implementation, several key adjustments have been made to strengthen the plan for the coming year in alignment with Goal 2.

On the academic side, data analysis continues to highlight mathematics as a critical area of need, and this will remain a primary focus moving forward. In addition, the decline in English Language Arts performance prompted focused analysis

by the ELA department, resulting in the development and initial implementation of targeted instructional strategies through PLC collaboration. These efforts will be expanded and refined in the coming year. Recognizing the significant progress made in PLC implementation, the site will continue to prioritize and strengthen this work. Due to changes in district funding, the cost of providing dedicated PLC collaboration time will now be supported solely through site funds, as reflected in Strategy 2.1 of the SPSA.

To address ongoing academic needs, the school will maintain and enhance intervention opportunities outside of the school day, including before- and after-school support and the continuation of the “Grades and Grub” program. Additionally, the site has initiated a redesign of Directed Studies classes to more effectively meet the needs of students with disabilities, with further refinements planned for the upcoming year to ensure more targeted and impactful support.

On the social-emotional side, the needs assessment indicates that initial efforts to improve campus safety and student behavior are yielding positive outcomes; however, continued growth is needed. As such, the school will sustain and deepen its focus on creating a safe and supportive learning environment. Efforts to reduce suspension rates will include the continued implementation and refinement of alternatives to suspension, alongside increased collaboration with families to better understand and support student needs.

To further enhance student safety and promote positive peer influence, the school will continue to expand the Safe School Ambassadors program. Building on this year’s significant increase in student participation, the program will be sustained and further developed in the coming year. This work is supported through Goal 4 of the SPSA.

Finally, in recognition of the critical role that families and community partners play in student success, a new strategy has been added to strengthen family and community engagement. Supported by the Community Schools grant, this initiative will focus on building meaningful partnerships to better support students’ academic and social-emotional development. This addition represents an important expansion of the site’s approach, acknowledging that achieving desired outcomes requires a collaborative effort beyond the school itself.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

After analyzing Dashboard data and our local school data, it was determined that we need to 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 Learners (LTEL) students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	Reclassification Rate 2022-23 29.1% 2023-24 34.1% 2024-25 69.8%	Increase the percentage of students reclassifying by 3-5%
Reclassification of LTEL Students	LTEL Reclassification Rate 2022-23 34.3% 2023-24 39.7% 2024-25 69.8%	Reclassify at least 20% of LTELS yearly
Reclassification of Special Education/ELs-Reclassification of dually-identified English Learners (those with disabilities) taking the Alternate Summative ELPAC or Summative ELPAC with domain exemptions	For the baseline year (2024-25), we had no dually identified SPED/EL students who took the Alternate Summative ELPAC. For the baseline year (2024-25), no students were assigned Domain Exemptions on the Summative ELPAC. *For 2024-25, we reclassified 17 of 22 (77%) Dually Identified SPED/EL students via the previous Alternative Reclassification process.	Reclassify 100% of all Dually-identified SPED/EL students with an Alternate Summative ELPAC 3. Reclassify 100% of all dually identified SPED/EL students as assigned domain exemptions and have a summative ELPAC Level 4.

	We do not have ELPAC scores back yet for 2025-26. We had one dually identified SPED/EL student who took the Alternate Summative ELPAC.	
Performance Level on the English Learner Progress Indicator (ELPI)	English Learner Progress Indicator on Dashboard (ELPI) 2022-23 42.3% made progress 2023-24 54% made progress 2024-25 50% made progress	Increase the percentage of English Learner students that are making progress on the ELPI by 2 points to get back to Green Level
School rating of the English Learner Roadmap Principle 2 on the self assessment.	New Metric* 2025-26 3.2-Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated English language development (ELD) and designated ELD 3.06-Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. 3.06-Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas. 3.65-English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services. 3.5-Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. 3.03-Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model. 2.72-English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.	Increase the rating for each sub-component by .5

Decrease D/Fs for English Learners	2023-24 First Semester 1 5% D grades 13% F grades 28% overall D/F rate for English Learners 2024-25 First Semester 12% D grades 6% F grades 18% overall D/F rate for English Learners 2025-26 First Semester 7% D grades 8% F grades 15% overall D/F rate for English Learners	Decrease the D/F rate for English Learners by 3-5%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	PROVIDE ADDITIONAL TIERED SUPPORTS FOR ENGLISH LEARNER ACHIEVEMENT Implement evidence-based instructional strategies, collaborative structures, and supports to improve English Learner performance. We will provide support for English Learner achievement through implementing the after-school EL Academy, English Learner Review Team (ELRT) process, EL monitoring activities, additional support in classrooms through tutors or teacher extra duty pay, PLC Data Analysis protocols, Academic Intervention, continued implementation of Universal Design for Learning (UDL) strategies, and EL Shadowing activities. ELRT meeting support will be funded through Title 1 funds	English Learners (EL)	1000 Supplemental/Concentration 1620 Title I Part A: Basic Grants Low-Income and Neglected
3.2	PROVIDE SUPPORT FOR PROGRAMS ON CAMPUS THAT SERVE ENGLISH LEARNER STUDENTS We will provide support for the implementation of the AVID Excel Program, Dual Immersion (DI) Program, and English Language Development (ELD) Programs through funding for field trips, materials/supplies, and other specific needs. AVID Excel is the district-adopted program to address the Designated ELD needs of our Long-Term English Learners, and ELD is the program that serves our newcomer EL students on campus. The Dual Immersion program serves bilingual students with academic classes taught in Spanish to help students continue to develop literacy in both	English Learners (EL)	2059 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	English and Spanish to support their academic success. In addition, we will create and support engaging opportunities and activities that appeal to our English Learner population through co-curricular clubs and activities.		
3.3	TARGETED PROFESSIONAL DEVELOPMENT THAT IS SPECIFIC TO THE NEEDS OF OUR ENGLISH LEARNER STUDENTS We will provide targeted Professional Development opportunities that are specific to the needs of our English Learner students including: - Professional Development/coaching—The English Learner Specialist will model and collaborate with staff to implement research-based instructional strategies for integrated ELD instruction in content areas and provide Professional Development and coaching. - Identify students by language proficiency. The EL Specialist will collaborate and provide Professional Development focused on intervention and differentiation to meet students' needs by proficiency level during content instruction.	English Learners (EL)	250 Title I Part A: Basic Grants Low-Income and Neglected
3.4	INSTRUCTIONAL ROUNDS We will conduct routine Instructional Rounds with Administrators, our EL Specialist, and Dept. Chairs to collect data and monitor the implementation of strategies that PLC Teams are working on in their PLC Team meetings to support English Learners.	English Learners (EL)	1080 Title I Part A: Basic Grants Low-Income and Neglected
3.5	ENGLISH LEARNER PARENT/FAMILY ENGAGEMENT We will ceate regular offerings for parent education and involvement on topics of interest from parent surveys and create incentives for students for parent attendance at these meetings. Offerings will include topics presented at English Learner	English Learners (EL)	273 Title I Part A: Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Advisory Committee and Spanish Language Parent Academy meetings.		
3.6	CONTINUE IMPLEMENTATION OF THE ENGLISH LEARNER ROADMAP Support continued implementation of the English Learner Roadmap through work on school climate and culture, strengthening our assets-based approach, and improving the intellectual quality of instruction and support for our English Learner Students.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Overall, the implementation of Goal 3 was carried out largely as intended, with a continued and focused emphasis on improving outcomes for English Learners. Designated ELD and AVID Excel classes maintained a strong focus on preparing students for the ELPAC assessment. Throughout the year, students were supported in understanding reclassification criteria, setting individual goals, and developing familiarity with test structures and question types. Instruction included guided practice opportunities and the use of ELPAC interim assessments to monitor progress and build readiness.

In alignment with this goal, teachers consistently incorporated English Learner data into PLC data analysis cycles. Teams engaged in intentional planning to design targeted instructional strategies, scaffolds, and interventions to better meet the needs of English Learners. Professional learning also supported this work, as several staff members continued implementing Guided Language Acquisition Design (GLAD) strategies, sharing effective practices within PLCs and during whole-staff meetings. Additionally, the English Learner Specialist provided ongoing professional development, which was well-received and contributed to increased staff capacity to support language development across content areas.

Beyond the classroom, English Learners in ELD and AVID Excel courses participated in enrichment opportunities, including field trips to UC Davis, Old Sacramento, and the Woodland Public Library, as well as a shadow day with AVID students at Woodland High School. These experiences supported college and career awareness while reinforcing student engagement and belonging.

Despite these strengths, the school continued to face challenges in effectively delivering academic intervention outside of the regular school day. Although English Learner Review Team (ELRT) meetings included outreach to students and families and promotion of after-school support opportunities, attendance remained low. As a result, the majority of support for English Learners continued to occur within the core instructional program rather than through supplemental intervention structures.

Encouragingly, the D/F rate for English Learners remained comparable to that of the overall student population for the second consecutive year, indicating that classroom-based supports and instructional strategies are positively impacting student performance in terms of course completion. However, analysis of state assessment results suggests that performance gaps may be influenced by factors such as student stamina and endurance during extended testing sessions. In response, teachers have begun identifying and implementing strategies to build academic stamina and better prepare students for the demands of state assessments in the coming year.

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 several notable differences between the planned implementation and actual outcomes related to services and supports for English Learners. Most significantly, funds allocated to support the after-school EL Academy were not utilized as originally intended due to low student participation. Despite efforts to encourage attendance, students were not consistently engaging in the after-school intervention model. In response, these funds were strategically repurposed to expand the “Grades and Grub” program, which saw higher levels of participation from English Learners and provided a more effective structure for delivering academic support in an engaging and accessible format.

Additionally, as noted in Goal 2, the site experienced challenges in recruiting and hiring qualified tutors. This directly impacted the ability to provide targeted, supplemental math support for English Learners as originally planned. As a result, funds designated for tutoring were reallocated to support alternative intervention efforts that could be more reliably implemented within existing staffing structures.

Another area of partial implementation involved the use of Instructional Rounds as a strategy to strengthen instructional practice. While this remained a priority, the execution was inconsistent due to scheduling challenges throughout the year. To address this moving forward, Instructional Rounds will be calendared in advance at the start of the school year to ensure more consistent and systematic implementation.

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.

No significant changes to the planned approach are anticipated at this time. Although the decline in the English Learner Progress Indicator was a concern, the fact that 99% of English Learners demonstrated growth affirms that current strategies are having a positive impact and that the school is moving in the right direction.

Moving forward, the site will continue to refine and strengthen existing practices, with a particular emphasis on leveraging the expertise of the English Learner Specialist. This will include ongoing coaching and modeling of effective instructional strategies, as well as continued focus within PLC data analysis cycles on the specific needs of English Learners. Through this targeted and intentional approach, the school aims to build on current successes while addressing areas for continued growth. We are concerned with the potential impact that district budget cuts to the English Learner program may have on our students.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Students, especially underrepresented groups, need to experience having their voices heard and observing actions aligned with their feedback.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	In 2023-24, 70% (446) of all students provided feedback to the SPSA through participation in the schoolwide survey; 98% of 7th Graders provided input through the CKHS Survey, and 94 % provided feedback through the PASS survey. In 2024-25, 74% (428) of all students provided feedback to the SPSA through participation in the schoolwide survey; 96% of 7th graders provided input through the CHKS Survey, and 97% provided feedback through the PASS survey. In 2025-26, 68% (378) of all students provided feedback to the SPSA through participation in the schoolwide survey; 99% of 7th graders provided input through the CHKS Survey, and 90% provided feedback through the SSIS Screener.	Increase percentage of respondents on student survey by 5% and maintain 90%+ participation on CHKS and SEL Screener.
Percent of students, reflective of school demographics, providing input to the SPSA through focus groups.	In 2023-24, 98 (18%) students participated in student focus groups, and 27 regularly attended Student	Maintain a high level of student participation in SPSA development through focus groups.

	Advisory Committee meetings, representing 20% of students giving direct feedback to our SPSA development. In 2024-25, 115 (20%) students participated in student focus groups, and 30 regularly attended Student Advisory Committee meetings, representing 25% of students giving direct feedback to our SPSA development. In 2025-26, 147 students (27%) participated in student focus groups, and 25 regularly attended Student Advisory Committee meetings, representing 31% of students giving direct feedback to our SPSA development.	
Percentage of students participating in extracurricular and cocurricular programs and activities on campus.	2023-24 77.2% of students self-reported on our student survey participation in one or more extra or co-curricular programs and/or activities at LMS. 2024-25 82% of students were checked into one or more extra or co-curricular programs and/or activities at LMS using the 5-Star System 2025-26 So far this year, 96.5% of students have been checked into one or more extra or co-curricular program and/or activity at LMS using the 5-Star System	Continue to add programs as possible and maintain above 95% student participation in extra or co-curricular programs and activities.
Number of student led clubs offered.	*New Metric Baseline 2025-26 9 Active School Clubs offered (AVID Club, Drama Club, Gender Sexuality Alliance, Mis Raices, Video Game Club, Art & Cinema Club, Music and Animae/Yo-yo Club, Recycling Club)	Increase the number of clubs to at least 10
Number of student led initiatives.	*New Metric-Baseline will be collected over the 26-27 school year.	Collect baseline data

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	CREATE A WELCOMING SCHOOL ENVIRONMENT TO FOSTER A SENSE OF CONNECTION AND BELONGING	All Students	3000 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	We will create a welcoming school environment where all students feel they belong through implementation of the WEB (Where Everyone Belongs) program. WEB is an evidence-based program that engages 8th grade student leaders in providing mentorship and guidance through our 7th grader's transition to middle school and throughout their first year. WEB Mentors lead activities throughout orientation on our first day of school to help 7th graders get to know each other and develop connections to our school. We conduct the orientation on the first day so that every 7th grader has an equitable opportunity to participate. WEB Mentors also lead lunch activities and follow up lessons throughout the year to maintain and deepen their connections and support with their 7th grade groups. In addition, we will invite our feeder elementary schools to participate in our Preview Days in the Spring. Leadership students will plan and conduct welcoming activities, participate in a student panel, conduct tours and answer questions about what middle school is like for our incoming 7th grade students to start building connections between these students and our school..		500 Site Discretionary
4.2	CONTINUE SUPPORT FOR EXTRA CURRICULAR AND CO-CURRICULAR PROGRAMS TO SUPPORT MEANINGFUL PARTICIPATION, LEADERSHIP DEVELOPMENT AND STUDENT VOICE We will continue support for extra and co-curricular programs through providing Leadership training for our student leaders, materials/supplies/curriculum for Leadership activities, field trip opportunities, and Professional Development for our adult advisors of these programs. We will also provide support for the Safe School Ambassadors program on campus to foster student involvement and voice in making our school a safer place for all. The SSA program trains student leaders to recognize and respond to mistreatment/bullying in their social groups and how to report issues involving mistreatment/bullying to the adults on campus. By reducing student mistreatment of each other, it helps to reduce bullying and increase safety on our campus. Student Safe School Ambassadors give feedback and student voice regularly around safety issues on campus. Student Advisory Committee also is an important part of this strategy. Student Leaders in this program participate in regular meetings to analyze data and provide student voice to a variety of topics affecting our campus. In developing proactive	All Students	8071 Supplemental/Concentration 2500 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	solutions to campus issues, their voice helps make our school a better, more responsive place.		
4.3	PROVIDE ENRICHMENT OPPORTUNITIES AND EQUITABLE ACCESS TO AFTER SCHOOL ACTIVITIES We will provide enrichment opportunities to engage students in meaningful involvement in school. One way we will do this is through Community Service Activities such as Reading Buddies. In addition we will again provide ASB stickers for all students so that every student has an equitable opportunity to attend school events. We also will use the 5-Star Tracking program to give us real-time data on student engagement in these opportunities so we can ensure that students are participating at a high level and course correct if we notice any student groups who are lagging behind in participation.	All Students	14850 Supplemental/Concentration 3900 Site Discretionary

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The actions outlined for Goal 4 were implemented with a high degree of fidelity and resulted in continued progress in fostering student engagement, leadership, and a sense of belonging on campus. The WEB (Where Everybody Belongs) program was further strengthened and expanded, including the successful implementation of a comprehensive first-day orientation for all incoming students. In addition, first-day experiences for 8th-grade students were enhanced to include intentional activities designed to build community, promote a sense of belonging, and encourage goal setting for the year ahead.

Eighth-grade WEB leaders played an integral role throughout the year by consistently supporting their assigned groups of 7th-grade students through structured lunch activities, follow-up lessons, ongoing communication, and organized meetups. These efforts contributed to stronger peer connections and smoother transitions for incoming students.

The Student Advisory Committee met monthly, with representation from every fourth-period class, providing a consistent and inclusive platform for student voice. This group offered valuable feedback on school improvement efforts and played a key role in the development and implementation of campuswide Bullying Prevention and Kindness campaigns.

The Safe School Ambassadors program was also sustained, continuing to empower students to take an active role in promoting a safe and inclusive school environment. Through targeted training, students were equipped with the skills to effectively intervene in peer-related situations and positively influence campus culture.

Additionally, the continued provision of Associated Student Body (ASB) stickers to all students supported increased access to and participation in school activities. As a result, the school observed a notable increase in student attendance at extracurricular events, with the majority of students engaging in one or more activities throughout the year. Student leadership groups effectively utilized allocated funds to plan and implement a variety of activities, further enhancing student connection, engagement, and overall school climate.

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

There were no major differences between 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.

No significant changes are planned for Goal 4. However, minor adjustments will be made to student activities based on survey feedback to better align with the interests and needs of the current student population. We hope to expand our capacity for several meaningful student experiences like the community-based Reading Buddies program and adding additional feeder elementary schools to our Preview Days.

The district has introduced additional metrics for this goal, including the number of student clubs offered and the number of student-led initiatives on campus. In response, the site will continue efforts to expand opportunities in both areas. While the number of student clubs is somewhat limited by the availability of staff to serve as advisors, the school will continue to offer incentives to encourage staff participation in these roles. At the same time, students will continue to be supported in initiating clubs aligned with their interests. The development of the school's makerspace is also expected to foster increased student engagement and potentially lead to the creation of new clubs and activities.

Regarding student-led initiatives, the school already demonstrates strong performance in this area, with a wide range of student-driven activities and programs in place. Moving forward, the site will seek additional opportunities to further expand student leadership and voice, particularly through increased club involvement and other student-centered initiatives.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$104,082
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$289,262.01
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$103,009.00
Title I Part A: Parent Involvement	\$1,073.00

Subtotal of additional federal funds included for this school: \$104,082.00

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 (\$)
Arts and Music in Schools	\$108,428.00
Site Discretionary	\$24,910.01
Supplemental/Concentration	\$51,842.00

Subtotal of state or local funds included for this school: \$185,180.01

Total of federal, state, and/or local funds for this school: \$289,262.01

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	108,428.00
Site Discretionary	24,910.01
Supplemental/Concentration	51,842.00
Title I Part A: Basic Grants Low-Income and Neglected	103,009.00
Title I Part A: Parent Involvement	1,073.00

Expenditures by Budget Reference

Budget Reference	Amount
	35,773.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	108,428.00
	Site Discretionary	24,910.01
	Supplemental/Concentration	51,842.00
	Title I Part A: Basic Grants Low-Income and Neglected	103,009.00
	Title I Part A: Parent Involvement	1,073.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	169,938.01
Goal 2	80,221.00
Goal 3	6,282.00
Goal 4	32,821.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Shelley Friery	Principal
Everett Brooks	Classroom Teacher
Angela Davies	Classroom Teacher
Martha Ramirez	Other School Staff
Casey Raubach	Parent or Community Member
Erin Horn	Parent or Community Member
Aiden Real-Coleman	Secondary Student
Austin Horn	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 4/30/26.

Attested:



Principal, Shelley Friery on 4/30/26



SSC Chairperson, Everett Brooks on 4/30/26