

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lee Middle School	57727100000000	4/15/25	5/22/25

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 means including several surveys of all students (Safety Survey, CA Healthy Kids Survey, District Bullying Survey, the Pupil Attitudes to Self and School (PASS) Fall and Spring Social Emotional Screener and our Student SPSA Needs Assessment Survey), input from Student Advisory Committee, Safe School Ambassadors and Student Focus groups made up of specialized populations (English Learners, Students with

Disabilities, and Students in special programs). The SPSA survey focused on Academic Achievement and School Climate, of which 74% of students responded, the CA Healthy Kids Survey (CHKS), which 96% of our 7th Graders took this Spring focused on School Culture and Climate and Healthy Choices, and the PASS Screener which 97% of all students took in the Fall and again in the Spring focused on student perceptions of 9 different school factors including attitudes toward school, attendance, teachers, themselves as learners, curriculum and more. 115 students participated in the focus group process, and 30 regularly attended the monthly Student Advisory Committee meetings (one representative from each 4th-period class). The student groups completed a needs assessment by reviewing surveys, academic, and local data. Students identified academic achievement, attendance, and suspension rates as areas of concern. Students then provided an analysis of causes and collaborated to offer recommendations to improve student outcomes. They also reviewed our current SPSA and provided feedback on which actions they feel are working, which need to be eliminated or changed, and what they think should be added. Our Student Advisory Committee started the needs assessment process in January, bringing feedback from their classes to discuss data and ideas around Academics, Attendance, and Social-Emotional Support. Discussions related to student connectedness, student engagement, and motivation continued at the February and March meetings. Also at the March meeting, the Student Advisory Committee reviewed the draft School Plan for Student Achievement (SPSA) and provided feedback on the strategies chosen for implementation. As a result of the feedback that students, in particular, gave, several focus areas were changed, impacting our SPSA. These included the desire for more adult supervision, especially in the bathrooms during lunch. This led to us allocating funding to hire a noon duty next year to help with that supervision, which can be found in Goal 2-Activity 2.7).

Another area that students identified a strong desire to see implemented was more community service interactions, and they suggested implementing a Reading Buddies or Pen Pal program with nearby preschool or elementary students. They also responded favorably to implementing a 6th Grade Preview Day since they found they get so much out of the Future Wolf Day that we take them to Woodland High School. These strategies can be found in our SPSA under Goal 4-Activity 4.1. Their input was also instrumental in the discussions around academic intervention, showing a strong preference for the Grades and Grub events and providing feedback on additional intervention options. This can be found in Goal 2-Activity 2.3. They also reinforced several focus areas with their survey results confirming that there is a strong desire to see additional field trip opportunities (that they want more of a say in the planning of), as well as a desire for teachers to make the reasons behind what they are learning more explicit. Students also confirmed that the free Associated Student Body (ASB) stickers are appreciated and desired so they can attend school events free of charge (Goal 4-Activity 4.3) and gave excellent feedback about the types of activities we hold and additional ideas they would like to see us add. Students responded favorably to being involved in making change, so we will continue to expand programs such as the Student Advisory Committee and Safe School Ambassadors to involve more students in those Leadership opportunities (Goal 4-Activity 4.2). Our student input led to affirming specific actions, revamping those they didn't find as impactful, and adding new strategies to improve their experience here at Lee Middle School.

STAFF INPUT

Additional needs assessments were conducted with our site Guiding Coalition/Leadership Team and the whole staff, which included surveys, data review activities, current SPSA review, and needs assessment discussions. The site Guiding Coalition/Leadership Team met at our December meeting to discuss and analyze the newly released CA Dashboard data to lead their departments in the needs assessment process. On December 11th, January 8th, February 15th, and March 8th, the whole staff and department teams reviewed Lee Middle School students' performance data, identified Academic Achievement as an area of need, and proposed actions and strategies to support these needs. Areas of concern included low achievement in English Language Arts (ELA) and Math on the CA Dashboard and district assessments, and our chronic attendance and suspension rates. The leadership team followed up with a discussion of overall trends, suggestions, and needs from individual departments to gather a schoolwide perspective. Needs assessment meetings were also held with our English Learner Advisory Committee (ELAC) on February 12th and the School Site Council on January 30th and March 6th. In all meetings, student Academic Achievement was identified as the primary need in addition to Attendance, Social Emotional Support, and School Climate and Culture work. 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. 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.

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 about Goal 3. Needs assessment meetings were held with our ELAC on January 15th and February

12th. 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 April meeting and completed the Principle One Survey. Our parents gave thoughtful suggestions at each meeting to inform the development of this year's plan. One suggestion they gave to help combat chronic attendance and to encourage more parents to attend parent meetings, such as ELAC, English Learner Review Team (ELRT), and Parent Academy Presentations, was to offer incentives to students for parent attendance at these meetings. As a result, we started giving these students Positive Behavior Intervention and Support (PBIS) points and have incorporated money in the budget for next year to provide additional incentives. They also gave feedback on the topics for Parent Academy meetings. They suggested surveying parents' interests and basing the meetings around those topics. These changes can be found in Goal 3-Strategy 3.6. The ELAC members also provided insight into reasons for chronic absences among our English learner population, which has helped inform our implementation of our chronic absence plan.

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 participated in the needs assessment process at meetings on January 30th and March 6th. 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 additional support for student academic and social-emotional needs.

The Lee Middle School Staff reviewed the final draft SPSA on April 9th and provided additional feedback. The Student Advisory Council reviewed the final draft SPSA and provided feedback on April 11th. 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 15th.

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.

Two areas need significant improvement with Red indicators on the CA Dashboard. These are Suspension Rate and Mathematics.

Our suspension rate for 2023-24 was 14.8% overall, a 2.6% increase from the previous year. All subgroups were in the Red category. However, the English Learner and Students with Disabilities subgroups were suspended at a higher rate than the other subgroups, and a specific focus on those groups will be essential to reducing the suspension rate for all students. The two highest categories leading to suspensions were fighting and the use/possession of intoxicants on campus. We have greatly emphasized being proactive and addressing student conflicts immediately when we are aware of them this year. Our Safe School Ambassador program has been critical in getting that information to us before physical altercations happen. This proactive and restorative approach has led to a dramatic 75% reduction in fighting incidents on our campus this year, reflected in our overall suspension numbers on the district's data dashboard at 5% so far (a reduction of 9.8% overall). We are also seeing a dramatic 73% reduction in use/possession of intoxicants (alcohol & drugs) on campus. However, we have seen a sizeable increase in the use of tobacco vapes on campus. We

recognized over the previous several years that suspension was doing little to address the root issues of substance use on campus, and this year, we have changed our approach with that as well to use interventions instead of suspensions on first offenses of tobacco-related incidents. Our current data shows that of the 24 incidents this year, only 3 have led to a repeated offense. We know we need to strengthen the Tier 1 education we do around substance use with students and parents, which will be a significant focus of our efforts moving forward. In addressing overall behavior, we continue to implement a strong Tier 1 Positive Behavior Intervention and Supports (PBIS) program and have become much more responsive to real-time data to develop action plans and put immediate measures in place when our team sees issues starting to rise. This year, we have seen a dramatic decline in physical altercations and resulting suspensions. We believe this is mainly due to the expansion of our Safe School Ambassadors Program, in which we trained 86 students this year to intervene safely in conflicts occurring within their friend groups. We are finding out about most conflicts on campus BEFORE things turn physical due to our Safe School Ambassadors, which gives us time to mediate conflict and take a more proactive, restorative approach with students.

Our Mathematics achievement remained flat on the 2023-24 Dashboard, maintaining achievement at a slight decline of -.07 This caused Lee to slip from the Orange category to the Red. All subgroups, except for White students, were in the Red Category. White students saw an increase of 5 points and were in the Yellow Category. Last year, our math team participated in intensive professional development with Solution Tree, and we hope to see significant gains this year due to that work. Teacher Professional Learning Communities (PLC) and Smarter Balanced Assessment Consortium (SBAC) interim data suggest promising increases. 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. While they endeavor to implement interventions during class time, a systemic barrier still exists without embedded intervention time within our school day. This year, our math teachers are training on the new Math Framework to learn more about the shifts contained within it. They will attend the Summer Building Thinking Classrooms training to implement framework-aligned teaching strategies next year.

We have no areas in the Orange performance category on the 2023-24 Dashboard.

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 one area in which one student group performed two performance levels below the "all student performance" on the 2023-24 Dashboard. In English Language Arts, our Students with Disabilities performed at the Red performance level while the All Student category was at the Yellow performance level. At the beginning of the 2023-24 school year, we lost 3 of our four veteran Resource (RSP) Program teachers, and the district struggled to find quality replacements for the teachers who left our district. Two intern teachers were placed at our site, and there was a steep learning curve for them to acclimate to supporting our students with disabilities and co-teaching with general education teachers. We also were not fully staffed with paraprofessional support, which led to more students needing support in the sections we could cover with push-in support. Since then, we have provided additional support to these teachers and have started to strengthen the Directed Studies support course. We are planning to implement intensive reading intervention for students who are more than 2 grade levels below their current grade level in a more systemic fashion than we have been able to do previously. In addition, this year, we saw staffing levels for paraprofessional staff increase. However, frequent absences and paraprofessionals on leave continue to be a struggle for us in providing the support in the classroom that our students need. Chronic absences among our Students with disabilities is also a factor in their lack of progress, and we recognize the need for additional attention and work to ensure they come to school.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.69%	1.48%	0.76%	4	9	5
African American	1.38%	1.65%	1.07%	8	10	7
Asian	2.93%	2.47%	1.68%	17	15	11
Filipino	0.17%	0.33%	0.46%	1	2	3
Hispanic/Latino	75.17%	74.63%	74.62%	436	453	488
Pacific Islander	0.52%	0.66%	0.31%	3	4	2
White	16.21%	15.49%	15.90%	94	94	104
Two or More Races	1.38%	2.64%	4.28%	8	16	28
Not Reported	1.55%	0.66%	0.92%	9	4	6
Total Enrollment				580	607	654

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	275	321	321
Grade 8	305	286	333
Total Enrollment	580	607	654

Conclusions based on this data:

1. Our overall student enrollment for the last 3 years has increased, peaking in the 23-24 school year. This year (24-25) we have declined significantly to 579 students and next year we are projected to be at 508 students. 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.
2. The numbers of 7th and 8th graders were closer to each other than they have been at any point over the past several years.
3. Demographic groups have remained relatively consistent. Our Hispanic/Latino population continues to be our largest demographic group with nearly 75% of our students belonging to this demographic with White students being our second largest demographic group at nearly 16%.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	102	96	88	17.6%	15.8%	13.5%
Fluent English Proficient (FEP)	199	200	193	34.3%	32.9%	29.5%
Reclassified Fluent English Proficient (RFEP)	14	14		13.7%	14.5%	

Conclusions based on this data:

1. Our total English Learners (EL) population has steadily declined over the past three years. This year we are at 13.5% of students being English Learners.
2. Our total population of Fluent English Proficient students has declined over the last 3 years by 4.8%.
3. Our total population of Reclassified Fluent English Proficient students has remained relatively consistent over the past 3 years. While this number exceeds the state average, we continue to look for ways to increase reclassification. We have taken advantage of the reinstituted alternative reclassification process to increase our numbers and have employed strategies to ensure every English learner does their best on the 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	278	313	308	273	303	293	270	302	292	98.2	96.8	95.1
Grade 8	304	288	324	293	272	308	293	271	305	96.4	94.4	95.1
All Grades	582	601	632	566	575	601	563	573	597	97.3	95.7	95.1

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2492.	2503.	2514.	7.41	6.29	10.27	19.63	26.49	29.79	30.00	29.14	25.00	42.96	38.08	34.93
Grade 8	2516.	2491.	2525.	6.48	4.80	9.84	27.30	19.19	23.93	28.33	24.35	31.48	37.88	51.66	34.75
All Grades	N/A	N/A	N/A	6.93	5.58	10.05	23.62	23.04	26.80	29.13	26.88	28.31	40.32	44.50	34.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	7.78	10.26	15.75	62.96	59.27	52.74	29.26	30.46	31.51
Grade 8	10.92	5.19	13.20	56.31	48.89	56.11	32.76	45.93	30.69
All Grades	9.41	7.87	14.45	59.50	54.37	54.45	31.08	37.76	31.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	10.61	10.93	10.27	44.32	50.99	53.77	45.08	38.08	35.96
Grade 8	8.19	7.41	8.25	45.73	41.85	51.49	46.08	50.74	40.26
All Grades	9.34	9.27	9.24	45.06	46.68	52.61	45.60	44.06	38.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	14.07	8.94	14.04	65.93	70.20	70.21	20.00	20.86	15.75
Grade 8	9.56	8.15	9.90	73.72	66.30	72.61	16.72	25.56	17.49
All Grades	11.72	8.57	11.93	69.98	68.36	71.43	18.29	23.08	16.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	11.48	7.95	15.41	58.52	63.58	57.53	30.00	28.48	27.05
Grade 8	11.26	11.44	14.85	66.89	60.89	69.64	21.84	27.68	15.51
All Grades	11.37	9.60	15.13	62.88	62.30	63.70	25.75	28.10	21.18

Conclusions based on this data:

1. Lee Middle School has continued to test a high percentage of students each year at over 95% of all students tested in English Language Arts.
2. The percentage of students meeting and exceeding standards in English Language Arts (ELA) increased significantly this year nearly doubling the percentage of students exceeding standards to over 10% and the percentage meeting standards by nearly 4%. The percentage of students overall who met or exceeded standards went from 28.58% to 36.85% which is greater than 8% improvement. The percentage of students in the Standard Not Met category fell from 44.5% to 34.84%- a reduction of 9.66%.
3. The percentage of students not meeting standards in writing decreased by nearly 6%, but it remains our area of greatest need. This year we put a more concerted effort into Writing Across the Curriculum which we hope will yield additional results in this area. The Listening and Research/Inquiry strands are the areas with the best results. Reading is the second-most area in need of attention, and teachers have continued to work diligently in their PLC teams this year to expand on the success they saw with efforts to increase feedback on common reading comprehension assessments.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	278	313	308	270	302	297	269	301	297	97.1	96.5	96.4
Grade 8	303	288	324	293	274	310	290	272	307	96.7	95.1	95.7
All Grades	581	601	632	563	576	607	559	573	604	96.9	95.8	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2473.	2475.	2473.	6.69	5.32	8.42	12.64	14.62	9.76	27.88	25.25	29.97	52.79	54.82	51.85
Grade 8	2464.	2468.	2473.	5.17	7.72	9.12	11.03	7.72	7.82	19.31	21.32	17.59	64.48	63.24	65.47
Grade 11															
All Grades	N/A	N/A	N/A	5.90	6.46	8.77	11.81	11.34	8.77	23.43	23.39	23.68	58.86	58.81	58.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	10.41	8.33	11.45	37.92	41.67	35.35	51.67	50.00	53.20
Grade 8	8.97	8.49	8.47	37.24	39.11	37.79	53.79	52.40	53.75
Grade 11									
All Grades	9.66	8.41	9.93	37.57	40.46	36.59	52.77	51.14	53.48

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	5.58	5.98	6.73	52.04	48.84	48.82	42.38	45.18	44.44
Grade 8	4.48	5.51	6.84	50.00	37.87	46.58	45.52	56.62	46.58
All Grades	5.01	5.76	6.79	50.98	43.63	47.68	44.01	50.61	45.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	6.69	2.99	6.06	57.62	60.80	63.97	35.69	36.21	29.97
Grade 8	3.79	6.25	4.23	54.14	51.47	61.24	42.07	42.28	34.53
All Grades	5.19	4.54	5.13	55.81	56.37	62.58	39.00	39.09	32.28

Conclusions based on this data:

1. Lee Middle School continues to test a high percentage of students, with 96% of students tested in Math.
2. Math achievement has remained relatively flat over the past three years. Overall, more than 50% of our students do not meet math standards. This would indicate a continued significant need in math and should drive our focus moving forward with the need to develop interventions at all tiers. Our Math teachers have begun implementation of strategies learned in the intensive professional development they participated in last year, and have continued additional professional development in the areas of the new Math Framework and Modern Classrooms Strategies this year. We were also fully staffed with Special Education support in Math this year and almost all classes had either a paraprofessional or co-teacher assigned to assist students with disabilities.
3. Our area of greatest strength in math is in the area of Communicating Reasoning with 67.71% of our students near/at/above standard. While the percentage of students below standard in Communicating Reasoning and Problem Solving and Modeling decreased by more than 5% each, the percentage of students below standard in Concepts and Procedures increased slightly, and that should become a focus area next year. The Building Thinking Classrooms training that our Math Teachers will attend this summer focuses heavily on those two areas.

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://www.cde.ca.gov/ta/tg/eng/elpac/) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1540.7	1526.1	1505.2	1546.8	1523.8	1492.3	1534.1	1528.0	1517.7	49	43	40
8	1529.4	1527.0	1528.8	1536.9	1524.0	1521.5	1521.5	1529.6	1535.6	48	43	34
All Grades										97	86	74

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	25.00	11.63	7.50	37.50	32.56	35.00	18.75	44.19	32.50	18.75	11.63	25.00	48	43	40
8	6.25	13.95	11.76	52.08	37.21	50.00	22.92	23.26	20.59	18.75	25.58	17.65	48	43	34
All Grades	15.63	12.79	9.46	44.79	34.88	41.89	20.83	33.72	27.03	18.75	18.60	21.62	96	86	74

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	31.25	23.26	12.50	45.83	48.84	52.50	12.50	16.28	12.50	10.42	11.63	22.50	48	43	40
8	25.00	20.93	20.59	54.17	41.86	58.82	10.42	20.93	2.94	10.42	16.28	17.65	48	43	34
All Grades	28.13	22.09	16.22	50.00	45.35	55.41	11.46	18.60	8.11	10.42	13.95	20.27	96	86	74

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	10.42	6.98	7.50	20.83	25.58	12.50	41.67	27.91	37.50	27.08	39.53	42.50	48	43	40
8	0.00	6.98	5.88	18.75	23.26	29.41	47.92	34.88	38.24	33.33	34.88	26.47	48	43	34
All Grades	5.21	6.98	6.76	19.79	24.42	20.27	44.79	31.40	37.84	30.21	37.21	35.14	96	86	74

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	12.50	11.63	7.50	62.50	69.77	50.00	25.00	18.60	42.50	48	43	40
8	6.25	9.30	11.76	72.92	67.44	67.65	20.83	23.26	20.59	48	43	34
All Grades	9.38	10.47	9.46	67.71	68.60	58.11	22.92	20.93	32.43	96	86	74

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	77.08	53.49	47.50	14.58	39.53	37.50	8.33	6.98	15.00	48	43	40
8	54.17	48.84	67.65	31.25	34.88	14.71	14.58	16.28	17.65	48	43	34
All Grades	65.63	51.16	56.76	22.92	37.21	27.03	11.46	11.63	16.22	96	86	74

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	10.42	13.95	10.00	45.83	27.91	32.50	43.75	58.14	57.50	48	43	40
8	6.38	13.95	14.71	29.79	39.53	35.29	63.83	46.51	50.00	47	43	34
All Grades	8.42	13.95	12.16	37.89	33.72	33.78	53.68	52.33	54.05	95	86	74

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	8.33	11.63	5.00	77.08	79.07	77.50	14.58	9.30	17.50	48	43	40
8	0.00	6.98	8.82	89.58	69.77	76.47	10.42	23.26	14.71	48	43	34
All Grades	4.17	9.30	6.76	83.33	74.42	77.03	12.50	16.28	16.22	96	86	74

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 although we continue to test 100% of our English Learners.
2. For overall language in 2023-24, 9.46% were at Level 4, 41.89% were at Level 3, 27.03% were at Level 2, and 21.62% were at Level 1. Compared with previous year's data, there was a slight decrease in students at Level 4, an increase in students at Level 3, a moderate decrease at Level 2, and a slight increase at Level 1. Given this, we adjusted students in our English Language Development (ELD) program to better match their ELPAC levels.
3. In the specific domains we had students score in the beginning range as follows: Writing-16.22%; Reading-54.05%; Speaking 16.22%; and Listening-32.43%. Reading continues to be the greatest area of need for our English Learners and we will need to provide teachers with additional support and professional development to address the needs of our English Learners in this area.

School and Student Performance Data

Student Population

The 2024 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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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
654	80%	13.5%	0.2%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	88	13.5%
Foster Youth	1	0.2%
Homeless	9	1.4%
Socioeconomically Disadvantaged	523	80%
Students with Disabilities	132	20.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.1%
American Indian	5	0.8%
Asian	11	1.7%
Filipino	3	0.5%
Hispanic	488	74.6%
Two or More Races	28	4.3%
Pacific Islander	2	0.3%
White	104	15.9%

Conclusions based on this data:

1. Lee Middle School has 13.5% 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 to over 20% 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 were finally staffed fully with RSP Teacher and Paraprofessional support, however had Rotating Subs for our two SDC classes this year due to lack of available candidates which has presented challenges for improving student outcomes.
3. Lee Middle School continues to have large numbers of Socioeconomically Disadvantaged (SED) students, growing from 61.2% to 80% over the past few years. Our most prominent ethnic group is Hispanic, at 74.6%. With such large numbers, it is vital to ensure culturally relevant content, environment development, and additional support for our SED 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

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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our English Learner Progress Indicator increased dramatically this year taking us from the Red category to the Green on the CA Dashboard. Intensive efforts to prepare students for the ELPAC and SBAC exams as well as the day to day enhanced supports for English Learners iin classrooms definitely had an impact on overall outcomes for our English Learners.

2. Our English Language Arts and Chronic Absenteeism indicators both improved to the Yellow category this year. We believe that the Professional Learning Communities (PLC) Team work that our English Department completed within their PLC Collaborative meetings was responsible for the increase in outcomes for our students. We believe that the targeted interventions we put in place to address the root causes for chronic absenteeism in our attendance improvement plan helped to lower our chronic absenteeism rate substantially. We followed the Character Strong Problem-Solving Blueprint for Chronic Absenteeism which is an evidence-based multi-pronged approach that led us through Problem Identification and Problem Analysis addressing needs in the areas of Safety, Belonging, Purpose/Motivation, Mental Health, Peer Influence, Family and Medical/Health needs. This was only possible due to the increase in Attendance Liaison hours to two days a week. Our English Learners improved significantly, however our Students With Disabilities continue to remain the group with the highest number of chronic absences. We will need to look for specific actions we can add to our plan to improve attendance amongst our SWD population.
3. According to the dashboard indicator, our suspension rate remained in the Red Category. 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 on our district dashboard in overall suspension rate so far this year.

School and Student Performance Data

Academic Performance English Language Arts

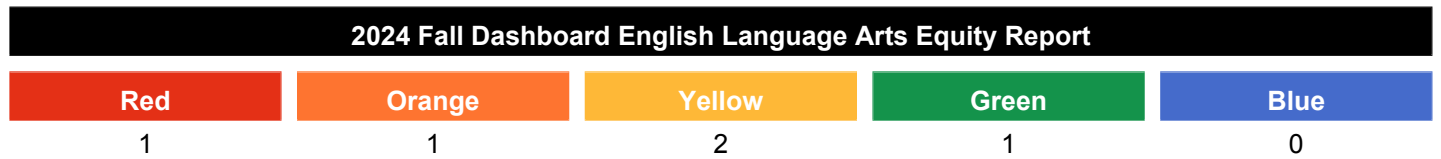
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 40.3 points below standard Increased 18.3 points 605 Students	English Learners  Orange 101.7 points below standard Increased 12.9 points 142 Students	Long-Term English Learners  Orange 132.6 points below standard Increased 4.2 points 75 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Yellow 53.9 points below standard Increased 14.0 points 489 Students

Students with Disabilities  Red 129.5 points below standard Declined 8.8 points 122 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  No Performance Color 7.8 points below standard Increased 23.7 points 11 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Yellow 49.1 points below standard Increased 13.8 points 458 Students
Two or More Races  No Performance Color 51.8 points below standard Increased 31.6 points 26 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 3.1 points above standard Increased 33.1 points 95 Students

Conclusions based on this data:

- Overall, English Language Arts (ELA) performance is in the Yellow Category at 40.3 points below standard for all students, which was an increase of over 18 points from the previous year. Our English PLC teams worked diligently throughout the year to implement action research around providing immediate feedback to students through their PLC Action-research developed "Instant Replay" process and it appears to account for much of the progress. Using Feedback as a strategy is one of the top strategies according to Hattie's research with an effect size of .7 which can account for nearly 2 years of growth for one year spent in the classroom. As a result of this progress, Lee was exited from ATSI (Additional Targeted Support and Intervention) status this year.
- With regard to ethnic groups, our two largest groups both improved substantially. Hispanic students increased scores by 13.8 points and improved to the Yellow category while White students increased 33.1 points and improved to the Green category. This shows some disparity in outcomes between these two groups and we will need to determine factors that may have contributed.
- Our two targeted subgroups had vastly different outcomes. English Learners (EL) improved to the Orange Category, improving nearly 13 points from the previous year, while our Long-term English Learners improved by a little over 4 points. Students with Disabilities (SWD) fell into the Red category decreasing by almost 9 points. 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 Students with Disabilities receive in their Directed Studies classes to assist with attainment of grade level standards in the general education classes.

School and Student Performance Data

Academic Performance Mathematics

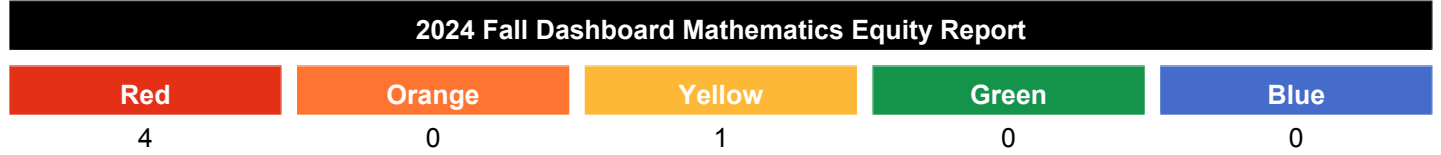
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 100.2 points below standard Maintained 0.7 points 604 Students	English Learners  Red 158.4 points below standard Maintained 0.5 points 144 Students	Long-Term English Learners  Red 186.9 points below standard Declined 4.9 points 76 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Red 114.3 points below standard Maintained 1.8 points 488 Students

Students with Disabilities  Red 168.9 points below standard Declined 11.1 points 121 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  No Performance Color 38.9 points below standard Increased 5.4 points 11 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 111.3 points below standard Declined 3.6 points 456 Students
Two or More Races  No Performance Color 95.9 points below standard Increased 9.5 points 26 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Yellow 53.0 points below standard Increased 5.5 points 95 Students

Conclusions based on this data:

1. Math achievement remained static and as a result, fell into the Red category this year. Our teachers participated in intensive professional development throughout last year and have begun to implement some of the strategies they learned. We are hoping this intensive PD will lead to improved outcomes 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 learned in their intensive training and time to analyze data and plan interventions to respond to student needs.
2. Our Students with Disabilities (SWD) subgroup saw the largest decline at 11 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 RSP Teachers also will need to implement more pre and re-teaching of critical concepts and provide interventions during the Directed Studies classes. 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. It will be interesting to see the impact (if any) of being fully staffed with RSP co-teachers and paraprofessionals in push-in math classes this year.
3. Our Asian, White and Biracial subgroups saw growth with 5.4, 5.5 and 9.5 points of growth respectively. While these subgroups are relatively small in relation to all students or other significant subgroups, it would be worthwhile to look into the reasons for that growth to see if there are things that may be replicated with the other groups.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Green
54% making progress.	53.6% making progress.
Number Students: 63 Students	Number Students: 56 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.

2024 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
22.2%	23.8%	0%	54%

Conclusions based on this data:

1. There were a total of 119 English Learner students at Lee during the 2023-24 school year which was a significant increase from previous years.
2. The overall performance level for English Learner (EL) students improved significantly from last year, taking Lee from the Red to Green category on the dashboard. 54% of EL students made progress while 53.6% of Long Term English Learners made progress. This shows virtually no disparity in the rate of growth between the two EL subgroups. 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. 54% of our ELs progressed at least one English Learner Progress Indicator (ELPI) level which is an increase of 21% from the previous year. 23.8% maintained their ELPI level and 22.2% declined one level. 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 and deepen our work this year around the ELPAC test and continued to provide practice for students in implementing the ELPAC Interims as well. Students seemed to take the testing very seriously again this year, with the motivational pieces explaining the benefits of reclassification and how vital the ELPAC is to that goal.

School and Student Performance Data

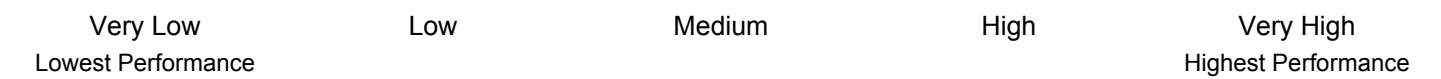
Academic Performance College/Career Report

The 2024 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 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.

2024 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 2024 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

31.2% Chronically Absent

Declined 3.7

674 Students

English Learners



Orange

35.1% Chronically Absent

Declined 7.3

97 Students

Long-Term English Learners



Orange

38.3% Chronically Absent

Declined 8.2

81 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Homeless



No Performance Color

61.5% Chronically Absent

Declined 2.1

13 Students

Socioeconomically Disadvantaged



Orange

35% Chronically Absent

Declined 1.6

549 Students

Students with Disabilities  Orange 38.6% Chronically Absent Declined 7.5 140 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
Asian  No Performance Color 9.1% Chronically Absent Declined 30.9 11 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Yellow 31.1% Chronically Absent Declined 3.8 505 Students
Two or More Races  No Performance Color 37.5% Chronically Absent Declined 2.5 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 26.4% Chronically Absent Declined 6.6 106 Students

Conclusions based on this data:

1. Overall, Lee Middle School's chronic absence rate decreased again this year, with 31.2% percent of students chronically absent (a decline of 3.7%), keeping Lee in the Yellow Category.
2. We made overall progress due to all subgroups experiencing declines in the chronic absence rate. Even with this progress, our Homeless population had nearly double the chronic absence rate of the "All Student" subgroup. Even though that population is small, we still need to do more to support our Homeless students in getting to school.
3. Our two English Learner subgroups saw significant declines of 7.3% for ELs and 8.2% for LTELs. We had placed increased focus on those groups last year and are pleased to see the decreases.

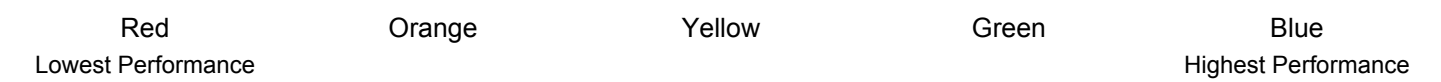
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.

2024 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

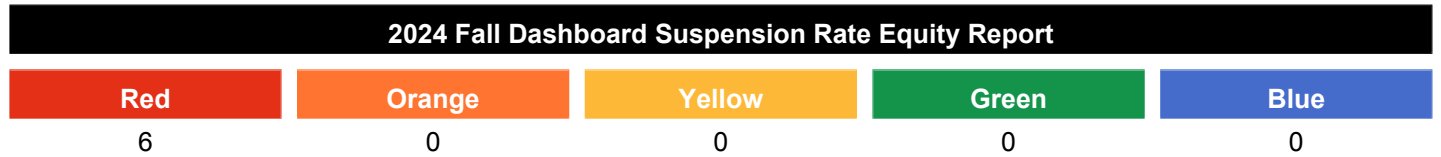
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 14.8% suspended at least one day Increased 2.6% 682 Students	English Learners  Red 20.2% suspended at least one day Increased 4.6% 99 Students	Long-Term English Learners  Red 20.7% suspended at least one day Increased 3% 82 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color 15.4% suspended at least one day Declined 17.9% 13 Students	Socioeconomically Disadvantaged  Red 16.7% suspended at least one day Increased 3.8% 556 Students

Students with Disabilities  Red 19.7% suspended at least one day Increased 2.8% 142 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
Asian  No Performance Color 18.2% suspended at least one day Increased 18.2% 11 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Red 14.1% suspended at least one day Increased 2.1% 511 Students
Two or More Races  No Performance Color 6.3% suspended at least one day Increased 1.5% 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Red 17% suspended at least one day Increased 2% 106 Students

Conclusions based on this data:

1. The dashboard shows our suspension rate increased by 2.6% to 14.8% of students suspended 1 or more times. In diving into the data around suspensions, we noticed that the vast majority of these were class suspensions (as opposed to out of school suspensions) so we have implemented a new protocol for teachers this year with regard to class suspensions and can already see it making a big difference in our overall suspension numbers.
2. English Learners' suspension rates are the highest amongst subgroups at just over 20%. The Students with Disabilities subgroup was right behind those subgroups at 19.7%. This indicates that we need to focus more attention on looking into the data surrounding why these students are being suspended in order to provide 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 group saw increases in suspension rates with the exception of the Homeless student subgroup. This would indicate a need for a comprehensive approach to decreasing suspension rates, which we have begun to implement this year. This approach includes increased use of resorative 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.

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).	22-23 School Year During the 22-23 school year, we anticipated a drop in this number due to the unexpected loss of our music teacher. We sought to create additional opportunities for students to access visual and performing arts activities to compensate for these losses. 117 Students enrolled in VAPA classes this year (we were able to offer Intermediate Band, Advanced Band, Mariachi/Guitar, Strings, and Arts & Media. In addition to these classes, many more students participated in other co-curricular VAPA opportunities that we provided. We provided a whole school assembly featuring Sacramento Taiko Dan, a field trip for 44 students to the Mondavi Center to see Yamato: Hinotori's performance, 45 students attended a field trip to the Crocker Art Museum; 32 students took a field trip to the TANA Art gallery; we took 100 students to the Mondavi Center for the Alvin Ailey Dance Theater performance; 12 students will attend the Call of the Wild play at the Mondavi Center; and 25 students are attending a weekly art class during lunch that we are offering with the support of Young Arts. 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	We anticipate a shift in numbers next year due to declining enrollment overall at Lee and the addition of new Art and Drama classes with the implementation of our VAPA plan. Our music numbers may be lower, with students choosing new opportunities in the other VAPA offerings. Overall, our goal is for 25% 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 can access enriching experiences.
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	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.	
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	22-23 School Year 4 Students earned the Biliteracy Pathway Award 23-24 School Year 2 Students earned the Biliteracy Pathway Award 24-25 School Year 1 Students earned the Biliteracy Pathway Award	Increase the number of students earning the Biliteracy Pathway Award by 50%.
Number of students participating in meaningful college/career experiences.	22-23 School Year Our students participated in at least one meaningful college/career experience this year. All AVID and AVID Excel (173students) classes took multiple field trips to colleges in our area (CSUS and UCD) as well as to museums; the ELD class (14 students) went to UCD, Ethnic Studies and Dual Immersion (32 + 84 students) went to SF State, 6 students attended the EmpowerHer leadership conference at UCD, 25 students participated in MESA Day Competition at UCD, 100 students are going to UCD in April for a Mondavi Performance, our SDC class (8 students) are going to UCD in May for a Mondavi performance, EAOP and EAP programs will also take students to UCD this Spring. All	Continue to provide opportunities for ALL students to participate in meaningful college/career experiences.

	students will participate in Career Day from March to May during counselor presentations in partnership with the Junior Achievement Program. 181 students are enrolled in Career Research and CTE courses. 100 students participated in our Leadership Development Day in September, and 50 students attended the CADA Area A student conference in October. All 8th graders attended Future Wolf Day in February to preview the CTE programs at WHS. 25 Students will attend the CADA Leadership Development workshop in May. 32 Ag Science students will attend a field trip to the Bayer Lab in May. 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 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	
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	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 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	
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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	Strategy 1: Deepen our work around rigorous, accessible learning for all to ensure students are ready for high school and provide opportunities to explore Visual and Performing Arts (VAPA), Science, Technology, Engineering, Math (STEM), and College and Career options. Research from a variety of sources including the National Education Association, Harvard University, the Journal of Learning sciences, the What Works Clearinghouse and more shows that providing access to rigorous grade-level content and strategies as well as opportunities to participate in VAPA and STEM programs leads to better student outcomes	All Students, explicitly focusing on strategies for Students with Disabilities, English Learners, and Socio-economically Disadvantaged Students.	30520 Title I Part A: Basic Grants Low-Income and Neglected 250 Site Discretionary

	including higher grades, test scores, enhanced Social-Emotional learning, and college and career readiness. Activity 1.1 Schoolwide implementation of the AVID (Advancement via Individual Determination) Program to ensure rigor and college and career readiness for all students (AVID Coordinator extra duty pay, AVID Tutors, Professional Development, and College/Career-focused Activities and Field Trips). AVID is an evidence-based approach to ensuring a system of rigor and cognitively complex learning experiences for students.		
1.2	Activity 1.2 Provide additional opportunities to support student engagement and participation in Visual and Performing Arts, STEM (Science, Technology, Engineering, and Math) activities, and Culturally Relevant experiences. (Field Trips, Professional Development, Staffing for additional Visual and Performing Arts (VAPA) classes, materials & supplies).	All students	105268 Arts and Music in Schools
1.3	Activity 1.3 Provide materials, supplies, and copies to support core program differentiation for students to ensure all students' 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.	All students	9000 Supplemental/Concentration 10000 Title I Part A: Basic Grants Low-Income and Neglected 12359 Site Discretionary
1.4	Activity 1.4: Provide technology programs to meet the differentiated needs of students to ensure Universal Design for Learning (UDL) for all students. 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,	All students	7000 Title I Part A: Basic Grants Low-Income and Neglected

	Vygotsky, Bruner, Ross, and Wood, and Bloom, who espoused similar principles for understanding individual differences and the pedagogies to support them best. Technology programs that support UDL include Screencastify, Quizziz, Gimkit, Generation Genius, etc.		
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Annual Review

SPSA Year Reviewed: 2024-25

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.

We worked hard to implement the 24-25 SPSA strategies for Goal 1 this year. The strategy in Goal 1 continued to provide the materials, technology, training, and support for our students and staff, which we achieved mainly due to the increase in Supplemental/Concentration funding allocated to us this year. We could see the effectiveness of these strategies in classrooms throughout the campus as teachers implemented their new learning and collaborated to provide enriching experiences for students. The growth of our AVID program and the overall success of our AVID students also proved the effectiveness of that specific action in meeting the goal of ensuring students are college and career-ready. Due to last year's decline in our teachers attending the online AVID Professional Development offered by the Sacramento County Office of Education (SCOE), we brought back more support for sending teams to SCOE for in-person AVID PD. We implemented a group approach to the online PD instead of people doing it independently, leading to more participation. Our AVID site team also provided more Professional Development to our staff throughout the year at our staff meetings. We continued to offer real-world experiences for our students through field trips and had nearly all of our student population able to attend a college or career-related field trip. We also continued the experience of taking all of our 8th-grade students over to Woodland High School for "Future Wolf Day," where they had the opportunity to preview all of the Career Technical Education (CTE) programs available to them next year in high school. Students were excited about seeing these programs in person and reported that it helped to inform their choices for their high school pathways. We also continued to improve our career day activities based on feedback from students and staff, with more student involvement in the research and development of presentations on careers of their choosing. This year, during counseling presentations, our 8th-grade students developed presentations on a career or college of their choice related to their career assessment. They then presented that information on Career Day to our 7th-grade students, who could choose which careers to get more information on during the event. This not only met the intended outcome of having students learn more about career and college options after high school, but also gave the 8th graders an additional leadership opportunity in which all students participated.

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

For the most part, we had no significant differences between intended implementation and budgeted expenditures. 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 Activity 1.1 of our SPSA. We will also continue to develop the student-led Career Day event to make it even better than it was this year. This is located in Activity 1.1 as well. One large change is the implementation of our Visual and Performing Arts (VAPA) plan, which will substantially increase the VAPA opportunities offered to our students. This is found in Activity 1.2 of the SPSA.

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 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 2021-22 “Low” overall, 53.4 points below standard English Learner students were 99.3 points below standard (Very Low) Students with Disabilities were 129.4 points below standard (Very Low) Socioeconomically Disadvantaged students were 62.4 points below standard (Low) 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 (overall 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) Math 2021-22 “Very Low” overall 104.9 points below standard English Learner students were 161.1 points below standard (Very Low) Students with Disabilities were 183.3 points below standard (Very Low) Socioeconomically Disadvantaged students were 118.54 points below standard (Very Low) 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)	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 Subgroup Students with Disabilities- the goal is to increase by at least 5 points to move into the Orange category. Math Red Subgroups For English Learners, Long-Term English Learners, Hispanic, Socioeconomically Disadvantaged Students, and Students With Disabilities, our goal is to increase by at least 5 points to move into the Orange Category.
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	Long Term English Learner students were 186.9 points below standard (Red) Students with Disabilities were 168.9 points below standard (Red) Socioeconomically Disadvantaged students were 114.3 points below standard (Red) Socioeconomically Disadvantaged students were 114.3 points below standard	
Performance level on English Learner Progress Indicator (ELPI)	English Learner Progress Indicator on Dashboard (ELPI) 2021-2022 "High" overall, 57.8% made progress 2022-2023 "Red" overall 42.3% made progress 2023-2024 "Green" overall 54% made progress (increase of 11.7%)	Our target is to increase the percentage of English Learners making progress towards proficiency in the English Language by at least 2% to maintain in the Green Category.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	In 21-22, 30.55% of students met or exceeded the SBAC English Language Arts Standards on the SBAC test. In 22-23, 28.62% of students met or exceeded the SBAC English Language Arts Standards on the SBAC test. In 23-24, 36.85% of students met or exceeded the SBAC English Language Arts Standards on the SBAC test.	We aim to increase the percentage of students meeting or exceeding Standards on the SBAC English Language Arts test by 3% with accelerated growth for our targeted subgroups.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	In 21-22, 17.71% of students met or exceeded the Standards on the SBAC Math test. In 22-23, 17.80% of students met or exceeded the Standards on the SBAC Math test. In 23-24, 17.54% of students met or exceeded the Standards on the SBAC Math test.	We aim to increase the percentage of students meeting or exceeding Standards on the SBAC Math test by 5% with accelerated growth for our targeted subgroups.
Percentage and number of students who are chronically absent	Number of chronically absent students 2021-22 "Very High" overall 39% Chronically Absent (226 students) 2022-23 "Yellow" overall-34.8% Chronically Absent (211 students) 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 (210 students) 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%	We aim to decrease our chronically absent percentage by 3% overall to 28.2%. Red Subgroups Our target for English learners is to decrease by 5.1% to be under 30% Our target for Long Term English learners is to decrease by 4% to be under 35% Our target for Students with Disabilities is to decrease by 4% to be under 35%

Student sense of safety and school connectedness	Student sense of safety and school connectedness 2022-23 California Healthy Kids Survey (CHKS) 45% of 7th-grade students said they felt safe or very safe at school (13% did not). 48% of 7th-grade students reported feeling highly connected to the school. On the PASS screener, 70% of all students reported feeling Highly Connected to school. 2023-24 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. On the PASS Screener, 71% of all 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. On the PASS Screener, 72% of all students reported feeling highly connected to school.	Decrease the percentage of students who do not feel safe or very safe at school by 5% Increase the percentage of students feeling highly connected to school on the CHKS by 5% and on the PASS Screener by 3%.
Bullying Prevalence	On the 22-23 Bullying Report: 84% of staff and 49% of students believed that students teasing and saying mean things to other students is a big problem at our school 72% of staff and 61% of students believed that students spreading rumors and lies about students they are mad at or don't like is a big problem at our school 34% of staff believed that students pushing, shoving, or tripping weaker students is a big problem at our school 34% of staff believed that students picking fights with other students is a big problem at our school 78% of staff and 50% of students believed that students making fun of other students using the Internet is a big problem at our school 49% of students believed that saying mean things about other students' race or skin color is a big problem at our school. 40% of students believed that students at school being mean to other students using sexual names, comments, or gestures is a big problem at our school. 37% of students believed that students threatening and forcing other students to do things they shouldn't do is a big problem at our school.	Decrease the student and staff perceptions around bullying prevalence on campus by at least 3% to no more than 10% on the CA Healthy Kids Survey.

**This is the only year that data is available for this particular survey so far

California Healthy Kids Survey-Bullying indicators

2022-2023

12% report being harassed because of their race, ethnicity, or national origin 2 or more times

2% report being harassed because of their religion 2 or more times

7% report being harassed because of their gender 2 or more times

8% report being harassed because they are gay, lesbian, or bisexual, or someone thought they were 2 or more times

2% report being harassed because of a mental or physical disability 2 or more times

3% report being harassed because of their immigration status 2 or more times

13% report being harassed because of any other reason 2 or more times

6% report being pushed, shoved, slapped, hit, or kicked by someone who

wasn't just kidding around at least one time 4 or more times

10% report they have had mean rumors or lies spread about them 4 or more times

6% report they have had mean rumors or lies spread about them online 4 or more times

10% report they have had sexual jokes, comments, or gestures made to them 4 or more times

15% report they have been made fun of because of their looks or the way they talk 4 or more times

18% report they have been made fun of, insulted, or called names 4 or more times

2023-2024

9% report being harassed because of their race, ethnicity or national origin 2 or more times

3% report being harassed because of their religion 2 or more times

2% report being harassed because of their gender 2 or more times

4% report being harassed because they are gay, lesbian, or bisexual or someone thought they were 2 or more times

	5% report being harassed because of a mental or physical disability 2 or more times 3% report being harassed because of their immigration status 2 or more times 14% report being harassed because of any other reason 2 or more times 9% report being pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around 4 or more times 9% report they have had mean rumors or lies spread about them 4 or more times 5% report they have had mean rumors or lies spread about them online 4 or more times 10% report they have had sexual jokes, comments, or gestures made to them 4 or more times 10% report they have been made fun of because of their looks or the way they talk 4 or more times 14% report they have been made fun of, insulted, or called names 4 or more times 2024-2025 12% report being harassed because of their race, ethnicity or national origin 2 or more times 2% report being harassed because of their religion 2 or more times 4% report being harassed because of their gender 2 or more times 5% report being harassed because they are gay, lesbian, or bisexual or someone thought they were 2 or more times 3% report being harassed because of a mental or physical disability 2 or more times 5% report being harassed because of their immigration status 2 or more times 13% report being harassed because of any other reason 2 or more times 6% report being pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around 4 or more times 8% report they have had mean rumors or lies spread about them 4 or more times 4% report they have had mean rumors or lies spread about them online 4 or more times	
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	8% report they have had sexual jokes, comments, or gestures made to them 4 or more times 12% report they have been made fun of because of their looks or the way they talk 4 or more times 15% report they have been made fun of, insulted, or called names 4 or more times	
Suspension rate	Suspension Rate 2021-22 "Very High" overall- 12.1% Suspended at least 1 time English Learners- % Suspended at least 1 time Hispanic students- 14.1% Suspended at least 1 time Socioeconomically Disadvantaged students- 16.7% Suspended at least 1 time Students with Disabilities- 19.7% Suspended at least 1 time White students- % Suspended at least 1 time 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)	Our target is to reduce the overall suspension rate by 3% to no more than 12%, which would put us in the Yellow category. Red Subgroups-targets English Learners- reduce by 5.2% to no more than 15% Long Term English Learners -reduce by 5.7% to no more than 15% Hispanic students- reduce by 4.1% to no more than 10% Socioeconomically Disadvantaged students- reduce by 4.7% to no more than 12% Students with Disabilities- reduce by 4.7% to no more than 15% White students- reduce by 5% to no more than 12%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	On the 2022-23 CA Healthy Kids Survey, parents responded "agree or strongly agree" to the following questions:	Our target is to maintain this high level of parent satisfaction, and work on the areas of improving safety, counseling supports and meeting students' social emotional needs.

	The school encourages me to be an active partner with the school in educating my child-100% School staff treats parents with respect-100% School keeps me well informed-100% School Promotes Academic Success for All students-83% The Learning Environment is supportive and inviting-84% The school has adults that really care about students-100% The school has high expectations for all students -83% School is a safe place for students-100% 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 with the school in educating my child-72% School staff treats parents with respect-73% School keeps me well informed-86% School Promotes Academic Success for All students-88% The Learning Environment is supportive and inviting-69% The school has adults that really care about students-70% The school has high expectations for all students -65% School is a safe place for students-62% 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 with the school in educating my child-78% School staff treat parents with respect-98% School keeps me well informed-97% School Promotes Academic Success for All students-87% The Learning Environment is supportive and inviting-95% The school has adults that really care about students-95% The school has high expectations for all students -84% School is a safe place for my child-91%	
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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 2023-24 Baseline on the Self-Evaluation for PLC Implementation is 5.5 overall. The 2025-26 Self-Evaluation for PLC Implementation is 7 overall.	Increase score on the Self-Evaluation for PLC Implementation by 1 points to 8 overall.
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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
2.1	Strategy 2: Ensure quality first instruction through professional development, PLC collaboration, and data analysis, and ensure a safe, supportive environment by implementing Academic & Behavioral Response to Intervention (RtI)/Multi-Tiered System of Support (MTSS) at all levels of need. 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. Activity 2.1 Ensure effective Professional Learning Community (PLC) collaborative structures and time for teachers to engage in collaborative work, data analysis, and intervention planning.	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.	20000 Title I Part A: Basic Grants Low-Income and Neglected
2.2	Activity 2.2 Subject-specific Conferences and Professional Development (Math-CA Math conference at Asilomar, Math-Building Thinking Classrooms, ELA-TBD).	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.	6500 Title I Part A: Basic Grants Low-Income and Neglected
2.3	Activity 2.3 Implement a comprehensive multi-tiered system of support for students' academic needs and accelerate learning to close gaps (Academic intervention, including intensive reading intervention and additional Math tutors, support and enrichment activities, including before/after school help and Grades N' Grub events, and Directed Studies Support).	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.	18704 Supplemental/Concentration 4640 Title I Part A: Basic Grants Low-Income and Neglected 1921 Site Discretionary
2.4	Activity 2.4: Continue to support and implement schoolwide Tier 1 Positive Behavior Intervention and Social Emotional Learning Supports for students. (Schoolwide PBIS, Character Strong	All Students, focusing on Students with Disabilities, Socioeconomically	3500 Supplemental/Concentration

	Lessons, Tier 1 Activities, and Professional Development). 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.	Disadvantaged Students, and English Learners.	5000 Title I Part A: Basic Grants Low-Income and Neglected 4000 Site Discretionary
2.5	Activity 2.5 Comprehensive Attendance Intervention with additional specific, targeted measures for English Learners and Students with Disabilities. We will continue to use the Character Strong Attendance Blueprint, which is evidence-based and has shown improved outcomes on our campus.	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.	250 Site Discretionary
2.6	Activity 2.6: Continue developing and implementing Tier 2/3 behavioral and social-emotional supports for students (Wellness Team Meetings, Brief Solution-Focused Counseling, Group Counseling, Behavior Interventions, Restorative Practices, Ripple Effects, Drug/Alcohol Counseling, and mentoring programs).	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.	22500 Title I Part A: Basic Grants Low-Income and Neglected
2.7	Activity 2.7: Create a more appealing and safe physical environment for students through additional signage, extra supervision/noon duty, and campus beautification activities. Research shows that students' perception of campus safety can dramatically impact academic outcomes.	All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.	5000 Supplemental/Concentration 975 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

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 meet the intention of Goal 2, we continued to focus much attention on the implementation of Professional Learning Communities (PLCs) and continued to refine our comprehensive Multi-tiered System of Support (MTSS) structure to meet our students' Academic and Social-Emotional needs. We invested heavily in Professional Development and Collaborative Time so our PLC teams could have the tools they needed for productive collaborative work. We supported another group of teachers in attending the PLC at Work Institute in Sacramento over the summer. Representatives from all core departments participated in the 15-Day Challenge PLC Workshop to deepen their knowledge around creating comprehensive Unit Plans based on essential standards. As a result of this Professional Development, teachers deepened the implementation of the PLC process of determining essential standards, unpacking standards into learning targets, designing and utilizing common assessments, and analyzing data from those assessments. Some PLC teams were able to provide interventions for students not meeting standards and extensions for those exceeding standards. Still, the lack of a systemic intervention period to address the intervention needs of our students continues to be a barrier to the full implementation of PLCs. To further the development of interventions and extensions based on student assessment results, next year we will shift from general PLC Professional Development to more in-depth training on

developing common formative assessments and interventions/extensions based on the data. In addition to specific PLC PD, our math department began implementing many of the ideas they learned in last year's intensive professional development series and also attended training in the Modern Classrooms Project, the CA Mathematics Council Conference, and a series at Yolo County Office of Education on the new Math Framework. Math, English, ELD, and Science incorporated the SBAC/ELPAC interim assessments to track student progress and their PLC-created common assessments throughout the year.

On the Academic side of our MTSS pyramid, we are able to implement most of our plan for outside-of-the-day academic intervention and support, with before and after-school options made available for students. We still did not have large numbers of students taking advantage of these opportunities, so we came up with an outside-of-the-box idea and began implementing "Grades and Grub" help events each grading period. These events were popular with students, with an average of approximately 100 students attending each time. We struggled with implementing the online intervention program due to a lack of personnel to get it up and running adequately; however, despite the late start, we now have things in place and look forward to seeing the results.

Much of our plan was implemented on the Social-Emotional side of the MTSS pyramid. We strengthened our schoolwide Positive Behavior and Supports (PBIS) system and are on track for awarding over a million positive recognition points for the third consecutive year. Our new Vice Principal began implementing Restorative Practices more robustly and systemically, and we have seen a dramatic decrease in suspensions and a reduction in overall disciplinary issues. In addition, we have implemented Interventions in Lieu of Suspensions at a far greater rate. We are finding that they effectively lower the rate of repeat offenses from the same students. We have continued Tier 1 Social-Emotional Learning (SEL) lessons weekly, the Safe School Ambassadors program targeted activities around bullying prevention, kindness, suicide prevention, and more. Our RtI Specialist and Intervention Coordinator have been vital in organizing and keeping this work on track. At the same time, our Wellness Team meets regularly to discuss the needs of our students and determine support for social-emotional intervention. We have been working hard this year to target our English Learners who are chronically absent by engaging families with personal phone calls, home visits, and an increased number of Student Attendance Review Team (SART) meetings and Student Attendance Review Board (SARB) referrals when necessary. Having an additional day of Attendance Liaison support has enabled us to expand our efforts to work with families to reduce barriers to absenteeism. Our Attendance Liaison was critical to the overall success of lowering our chronic attendance rates, and we worry about what will happen next year without this support. For our students with disabilities, Case Managers have continued working with families to highlight the importance of attendance. In Individualized Education Plan (IEP) meetings, we have discussed ways to remove barriers for our students with disabilities. We have also worked closely with our nurse to support the health needs of the most medically fragile of our students with disabilities to access Home Hospital Instruction or the FLEX program when necessary.

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 a few areas this year where we fell short of our intended implementation of strategies to address Goal 2. Despite multiple efforts and a high desire from our staff to move forward with embedded intervention, efforts have stalled due to the need to negotiate several aspects of the plan with our labor partners. There was no further progress this year to come closer to an embedded intervention period. Another area where we struggled this year was the counseling services piece of our MTSS structure. Again, we were not fully staffed with counselors as one left unexpectedly mid-year, and a permanent replacement could not be found. Thankfully, the district was able to help us out with outside providers that helped with two of our Social-Emotional Learning (SEL) Tier 2 Groups.

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.

On the Academic side, our needs assessment continued to reveal the need to focus on improving mathematics instruction for our students. In addition to the professional development our math teachers will participate in this year, we also set aside funding for additional math tutors who can help during the school day to support students in the math classrooms. This action is in Goal 2-Activity 2.3. We also set more funding aside to continue the Grades and Grub events due to their popularity in Goal 2-Activity 2.3.

On the Social-Emotional side, our needs assessment process showed that we need to continue to address safety on campus more robustly. Students reported not feeling safe on campus, especially in the bathrooms, due to vaping and other student behaviors. Suspension is not an effective tool in dealing with either issue alone, and we need to continue to implement effective alternatives to suspension while working with families to understand and support their students. We recognize the need to increase supervision in the bathroom areas at lunch and have added a noon duty position funded through Goal 2-Activity 2.7 in this year's SPSA. To further address student safety, we plan to continue the Safe School Ambassadors Program, an evidence-based program involving students directly in making their campus safer.

We significantly increased the number of students trained this year and will continue implementing the program next year and beyond. This effort is funded in Goal 4- Activity 4.2 of our SPSA.

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 2021-22 23.5% 2022-23 29.1% 2023-24 34.1%	Increase the percentage of students reclassifying by 3-5%
Reclassification of LTEL Students	LTEL Reclassification Rate 2021-22 27.2% 2022-23 34.1% 2023-24 37.5%	Reclassify 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 this baseline year (2024-25), we have no dually identified SPED/EL students who took the Alternate Summative ELPAC. For this 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.

English Learner Progress Indicator (ELPI)	English Learner Progress Indicator on Dashboard (ELPI) 2021-2022 57.8% made progress 2022-2023 42.3% made progress 2023-24 54% made progress	Increase the percentage of English Learner students that are making progress on the ELPI to at least 55%
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	2022-23 Our rating on Principle 1 of the English Learner Roadmap is as follows: 3.14 for Language and Culture as Assets 2.29 for No Single English Learner Profile 2.86 for School climate is affirming, inclusive, and safe 2.29 for Strong family and school partnerships 2.57 for Supporting ELs who are dually identified as Students With Disabilities 2023-24 Our rating on Principle 1 of the English Learner Roadmap is as follows: 3.125 for Language and Culture as assets 2.75 for No Single English Learner Profile 2.5 for School climate is affirming, inclusive, and safe 1.875 for Strong family and school partnerships 2.62 for Supporting ELs who are dually identified as Students With Disabilities 2024-25 Our rating on Principle 1 of the English Learner Roadmap is as follows: 3.1 for Language and Culture as assets 3 for No Single English Learner Profile 3.5 for School climate is affirming, inclusive, and safe 2.86 for Strong family and school partnerships 3.43 for Supporting ELs who are dually identified as Students With Disabilities	Increase the rating for each sub-component by .25-.5
Through implementation of the English Learner Roadmap Principle 2, reduce the percentage of English Learners with D's and F's at 1st Semester Report Card	2022-23 9% F; 13% D (22% total) 2023-24 9 %F; 13% D (22% total) 2024-25 5% F; 10% D (15% total)	Decrease total percentage of D/F grades for English Learners by 3% on 1st Semester Report Card
Decrease the number of Long Term English Learners (LTEL) (middle and high school only).	Number of Long-Term English Learners 2021-22 88 LTELs out of 287 Ever ELs 2022-23 83 LTELs out of 286 Ever ELs 2023-24 72 LTELs out of 263 Ever ELs	Decrease the number of our cohorted English Learners who are Long Term English Learners by 5%

English Learner Achievement on SBAC	EL Achievement on SBAC 2021-22-ELA 79% Standard Not Met; 21% Standard Nearly Met 2022-23-ELA 87% Standard Not Met; 12% Standard Nearly Met; 1% Standard Met 2023-24-ELA 82% Standard Not Met; 16% Standard Nearly Met; 2% Standard Met 2021-22-Math 93% Standard Not Met; 7% Standard Nearly Met 2022-23-Math 94% Standard Not Met; 6% Standard Nearly Met 2023-24-Math 92% Standard Not Met; 8% Standard Nearly Met	Reduce the percentage of English Learners in the "Standard Not Met" category by 5%
English Learner Attendance Data on CA Dashboard	EL Attendance Data 2021-22 37.5% Chronically Absent 2022-23 42.3% Chronically Absent 2023-24 35.1% Chronically Absent (decline of 7.3%) for ELs and 38.3% for LTELS (decline of 8.2%)	Reduce the percentage of chronically absent English Learners by 3-5%
English Learner Suspension Data on CA Dashboard	EL Suspension Data 2021-22 14.2% Suspended 1 or more days 2022-23 15.6% Suspended 1 or more days 2023-24 20.2% of ELs and 20.7% of LTELS Suspended 1 or more days	Reduce the percentage of Suspensions for English Learners to less than 12%

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	Improvement Strategy 1: Implement evidence-based instructional strategies, collaborative structures, and supports to improve English Learner performance. These strategies and structures include those from the EL Shadowing Training and AVID Excel (student academic discourse strategies like Think-Pair-Write-Share, Reciprocal Teaching, Scholar Groups, etc.). Activity 3.1 Support for English Learner achievement (EL Academy, English Learner Review Team (ELRT) process, EL monitoring activities, additional tutors, PLC Data Analysis protocols, Academic Intervention, continued implementation of Universal Design for Learning (UDL) strategies, and EL Shadowing activities)	English Learners (EL)	3580 Supplemental/Concentration
3.2	Activity 3.2 Provide support for the implementation of the AVID Excel Program, Dual Immersion (DI) Program, and English Language Development (ELD) Programs (field trips, materials/supplies).	English Learners (EL)	2500 Title I Part A: Basic Grants Low-Income and Neglected

	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 and Spanish.		500 Site Discretionary
3.3	Activity 3.3 Targeted Professional Development specific to the needs of our English Learner students - 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)	500 Title I Part A: Basic Grants Low-Income and Neglected
3.4	Activity 3.4 Conduct routine Instructional Rounds with Administrators, EL Specialist, and Dept. Chairs to collect data and monitor the implementation of strategies	English Learners (EL)	
3.5	Activity 3.5 Create and support engaging opportunities and activities that appeal to our English Learner population (field trips, clubs and other activities)	English Learners (EL)	1000 Title I Part A: Basic Grants Low-Income and Neglected 500 Site Discretionary
3.6	Activity 3.6 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 Advisory Committee and Spanish Language Parent Academy meetings.		1238 Title I Part A: Parent Involvement
3.7	Activity 3.7 Support continued implementation of the English Learner Roadmap through work on school climate and culture, strengthening our asset-based approach, and improving the intellectual quality of instruction and support for our English Learner Students.		500 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

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.

We continued to deepen the implementation of the plan we modified at the beginning of the prior year. As part of that we increased our focus with our English Learners in our designated ELD/AVID Excel classes on preparing them to take the ELPAC exam, supporting them throughout the year with understanding what they need to do to reclassify, setting goals, reviewing question types on the test, providing guided practice and utilizing the ELPAC interim tests to give our students the best shot at showing their progress. This continued to work as staff reported that students took the test seriously and tried their best again this year. In addition, teachers were asked to focus on English Learner data during PLC data analysis sessions and deliberately plan activities and interventions specific to our English Learners' needs. Several staff members were able to attend Guided Language Acquisition Design (GLAD) Strategies training this year and have begun implementing those strategies in their classrooms, sharing strategies in their PLC Team meetings, and our general staff meetings. Our English Learner Specialist also provided professional development during staff meetings, which was well-received. EL students in our ELD and AVID Excel classes enjoyed field trips this year to UC Davis and the Woodland Public Library and participated in a shadow day with AVID students at Woodland High School. We struggle to find an effective way to deliver academic intervention to our English Learner students. Despite meeting with students and families during the English Learner Review Team (ELRT) meetings and discussing after-school intervention options, they did not attend after-school intervention in great numbers. Teachers continued to focus on their English Learner data during their PLC Team meetings, collaborating to determine additional supports and scaffolding that students need to be successful.

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

One significant difference between the intended implementation and budgeted expenditures happened in the funding we had set aside to support our English learners outside the school day with the after-school EL Academy. Students did not want to attend the after-school intervention. The funding was repurposed to support the Grades and Grub events, which EL students attended in more significant numbers. Our D/F rate for our EL students dropped significantly and is the closest it has ever been to the all-student group. Another difference between our intended plan and what we were able to accomplish was in the area of the Spanish Language Parent Academy. For the second year in a row, we could not get the level of participation we had hoped for. We asked our English Learner Advisory Committee for ideas, and they suggested providing incentives to students for parent participation and some topics we might offer. We are planning an event based on this feedback to hold before the end of the year. We also shifted more money to send additional participants to the California Association of Bilingual Educators (CABE) conference for Professional Development.

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 will be made, as we experienced a significant increase in our English Learner Progress Indicator (ELPI) score. We will continue to pay closer attention to the attendance and suspension data for English Learners throughout the year to support student and family needs. We intend to continue the work this year that specifically and intentionally uses the EL Specialist to coach and model for teachers and PLC Data Analysis protocols, specifically focusing on our English Learner students. To address the low achievement of our English Learners in Math, we will hire additional tutors to support our English Learner students in Math Classes. In an effort to get greater participation in the English Learner Parent Academy, we will try holding the academy meetings at different times, at different locations, offering babysitting, collaborating with CAFE, and offering high-interest/high-need topics based on the surveys we will conduct.

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 of partnerships with the community and other programs that provide students with opportunities to get engaged	2022-23 Partnerships: Maintained our partnerships with the Woodland Police Department, Woodland Public Library, and Woodland Parks & Rec dept.. Early Academic Outreach Program (EAOP) at UC Davis, Educational Talent Search (ETS) Program at UC Davis, Yolo Farm to Fork, Math Engineering Science Achievement (MESA) program at UCD, the WHS Agriculture Program, Taller Arte del Nuevo Amanecer (TANA,) and Junior Achievement. We forged new partnerships with WHS Leadership and Link Crew classes to engage in Leadership Development with our students. We also partnered with Bayer Lab in support of our Ag Program. 2023-24 Partnerships: We maintained all the partnerships listed above and added additional partnerships with the Boys & Girls Club and the Yolo Community Band. 2024-25 Partnerships: We maintained all the above partnerships and created new partnerships with La Superior, CSUS MeCha, St. Luke's Preschool, and JJ's Foundation.	Maintain current partnerships and increase the number of partnerships as opportunities arise.
Number of extracurricular and cocurricular programs offered and percentage of students participating in extracurricular and cocurricular programs and activities on campus.	2022-23 We offered 6 different school sports (Volleyball, Cross Country, Basketball, Wrestling, Soccer, and Track/Field) with 20 different teams for students to participate in, 7 intramural competitions (Flag Football, Soccer, Kickball, Volleyball, Table Tennis, wiffle ball, and Basketball), 7 different student-led clubs, 2 Leadership classes, a Yearbook, and 3 Music classes. 76.4% of students self-reported on our student survey participation in one or more extra or co-curricular programs and/or activities at LMS. 2023-24 We offered 6 different school sports (Volleyball, Cross Country, Basketball, Wrestling, Soccer, and Track/Field) with 20 different teams for students to participate in, 7 intramural competitions (Flag Football, Soccer (twice), Kickball, Volleyball, Table Tennis, and Basketball), 9 different student-led clubs, 3 Leadership	Continue to add programs as possible and increase the percentage of students participating by 3%.

	classes, a Yearbook, and 6 Music classes. 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 We offered 6 different school sports (Volleyball, Cross Country, Basketball, Wrestling, Soccer, and Track/Field) with 20 different teams for students to participate in, 6 intramural competitions (Flag Football, Soccer, Kickball, Volleyball, Table Tennis, and Basketball), 10 different student-led clubs, 2 Leadership classes, a Yearbook, a Reading Buddies program, and 6 Music classes. 82% of students were checked into one or more extra or co-curricular programs and/or activities at LMS using the 5-Star System	
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	In 2022-23, 76% (460) of all students provided feedback to the SPSA through participation in the schoolwide survey, 95% of 7th Graders provided input through the CKHS Survey, and 92 % of all students provided input through the PASS survey. 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.	Increase percentage of respondents on student survey by 5% and maintain 90%+ participation on CHKS and PASS Surveys.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	In 2022-23, 147 (25%) students provided feedback on the SPSA development through participation in a focus group. In addition, 25 students regularly participated in our Student Advisory Committee meetings and provided ongoing feedback on the SPSA development process. In addition, EVERY student is able to give feedback through voice in our Student Advisory Committee structure.	Maintain a high level of student participation in SPSA development through focus groups.

	In 2023-24, 98 (18%) students participated in student focus groups, and 27 regularly attended Student Advisory Committee meetings, representing 20% of students giving direct feedback to our SPSA development. In addition, EVERY student can provide input through voice in our Student Advisory Committee structure. 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 addition, EVERY student can provide input through voice in our Student Advisory Committee structure.	
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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
4.1	Improvement Strategy 1: Implement programs and strategies to develop student leadership opportunities, meaningful engagement, and connection to school and the community. Activity 4.1: Create a welcoming school environment where all students feel they belong. WEB (Where Everyone Belongs) program, student leadership development, 7th Grade Support, 1st Day Orientation for all, and ongoing support throughout the year, reading buddies/pen pals program, 6th Grade preview day)	All Students	3500 Supplemental/Concentration 4000 Site Discretionary
4.2	Activity 4.2 Continue support for extra and co-curricular programs on campus to support meaningful participation, student leadership development, and student voice (Leadership training, materials/supplies/curriculum, field trips, Safe School Ambassadors Program, and Student Advisory Committee)		10284 Supplemental/Concentration 2650 Site Discretionary
4.3	Activity 4.3 Provide Enrichment Opportunities to engage students in meaningful involvement in school (ASB stickers for all students, Community Service Activities, Tracking program)		15000 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2024-25

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.

We implemented actions for this goal as intended. We continued to strengthen and expand our WEB program and offer a first-day orientation to ALL incoming students. In addition, we expanded our first-day activities for 8th graders to include activities deliberately designed to inspire a sense of belonging amongst students. The 8th-grade WEB leaders continued to support their groups of 7th graders throughout the year with lunch activities, follow-up lessons in PE classes, emails, and meetups. Our Student Advisory Committee met monthly this year with a representative from every 4th-period class participating in meetings and providing valuable feedback on our school improvement efforts. The Student Advisory Committee also played a vital role in developing and implementing Bullying Prevention and Kindness Campaigns on campus again this year. We also continued the Safe School Ambassadors program. We significantly expanded it to involve more students in providing a safe campus while receiving the training necessary to intervene in situations within their friend groups. We also continued providing an Associated Student Body (ASB) sticker to all students at our school, and we continued to see a distinct increase in student attendance at school activities. ASB and Athletics were able to use the funding to provide additional activities for our students to enhance their connection to and participation in meaningful experiences at school.

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 will be made to this goal. Slight modifications will be made to activities offered as a result of survey data to meet the needs of current students. Two new ideas from our needs assessments this year were to provide opportunities for community service through Reading Buddies or Pen Pal programs with nearby Preschools or Elementary Schools, and to try to put on a 6th Grade Preview Day event for our incoming 7th grade students in the Spring. We are planning a pilot with 6th graders from Gibson Elementary in May to see if this idea is feasible. If so, we will expand the implementation next year. Our Yearbook class is participating in a Reading Buddies program with St. Luke's Preschool as a pilot through the end of the year to help determine how to make this an ongoing program. These activities are found in Goal 4-Activities 4.1 and 4.3.

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	\$111,398
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$313,139.00
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	\$110,160.00
Title I Part A: Parent Involvement	\$1,238.00

Subtotal of additional federal funds included for this school: \$111,398.00

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	\$105,268.00
Site Discretionary	\$27,905.00
Supplemental/Concentration	\$68,568.00

Subtotal of state or local funds included for this school: \$201,741.00

Total of federal, state, and/or local funds for this school: \$313,139.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	105,268.00
Site Discretionary	27,905.00
Supplemental/Concentration	68,568.00
Title I Part A: Basic Grants Low-Income and Neglected	110,160.00
Title I Part A: Parent Involvement	1,238.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	105,268.00
	Site Discretionary	27,905.00
	Supplemental/Concentration	68,568.00
	Title I Part A: Basic Grants Low-Income and Neglected	110,160.00
	Title I Part A: Parent Involvement	1,238.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	174,397.00
Goal 2	92,990.00
Goal 3	10,318.00
Goal 4	35,434.00

School Site Council Membership

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

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

Name of Members	Role
Shelley Friery	Principal
Everett Brooks	Classroom Teacher
Alicia Cummings	Classroom Teacher
Angela Davies	Classroom Teacher
Martha Ramirez	Other School Staff
Casey Raubach	Parent or Community Member
Jenny Dale	Parent or Community Member
Kimberly Ellingford	Parent or Community Member
Janessa Hernandez	Secondary Student
Emily Pina	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 4/15/25.

Attested:



Principal, Shelley Friery on 4/15/25



SSC Chairperson, Everett Brooks on 4/15/25