THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT LEWIS MIDDLE SCHOOL

2019-20

37-68338-6059638
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school’s educational program.

For additional information on school programs and how you may become involved, please contact the following person:

Principal: Callahan, John
Contact Person: Callahan, John
Position: Principal
Telephone Number: 619-583-3233
Address: 5170 Greenbrier Ave, Lewis Middle, San Diego, CA, 92120-1220
E-mail Address: bcallahan@sandi.net

The following items are included:
- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: (Date to be inserted by Financial Planning, Monitoring and Accountability Department)

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.
2019-2020 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Lewis Middle School
SITE CONTACT PERSON: Brad Callahan
PHONE: 619-510-4300
FAX: 619-510-4320
E-MAIL ADDRESS: bcallahan@sandi.net

DUE: October 4, 2019

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

☐ Title 1 Schoolwide Programs(SWP)
☐ CSI School

The School Site Council (SSC) recommends this school’s site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☐ English Learner Advisory Committee (ELAC) Date of presentation: 11/14/19
☐ Community Advisory Committee for Special Education Programs (CAC)
☐ Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 11/14/19
☐ Site Governance Team (SGT) Date of presentation: 11/14/19
☐ Other (list): __________________________ Date of presentation: 11/14/19

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon 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.

6. The site plan or revisions to the site plan were adopted by the SSC on: 11/14/19

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California on the date(s) indicated.

Brad Callahan
Name of Principal

Corry Widmer
Name of SSC Co-Chairperson

Name of SSC Co-Chairperson

Monika Harel
Name of Area Superintendent

Signature of School Principal, Date (See electronic signature)

Signature of SSC Chairperson, Date 11/14/19

Signature of SSC Chairperson, Date

Signature of ELAC Chairperson, Date

Signature of Area Superintendent, Date

Submit Document With Original Signatures To:

Revised 8.7.19
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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT:** EXECUTIVE SUMMARY

**PURPOSE AND DESCRIPTION**
This School Plan for Student Achievement fulfills the requirements of school-wide title one program and additional targeted support and improvement.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**
All goals contained in the SPSA are directly linked to the SDUSD’s LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

Lewis presented parents information regarding Title One Status and our SPSA during Back to School Night this school year on Sept. 11. During this meeting, the School/Parent Compact and the Parent and Family Engagement Policy were presented and reviewed.

SSC met in the 2018-19 School Year to review, discuss and plan for the implementation of our SPSA on the following dates: 9/10/18, 10/8/18, 11/13/18, 12/17/18, 1/14/19, 2/4/19, 3/11/19, and 5/13/19

School Site Council met this school year on Sept. 16, 2019 and again on Sept. 30, 2019 to 1/14/19 to review, discuss, amend and approve our 2019-20 School Plan for Student Achievement.

School Site Council meets regularly, one time per month, along with any add on dates as necessary to review, analyze, discuss and revise SPSA. Last year, ELAC chair delegated their responsibility and decision making to SSC. As of now, we have not been successful in securing an ELAC chair to either run site ELAC meetings or to, once again, delegate duties to SSC.

Governance Team provided input but did not vote on items related to SSC.

Instructional Leadership Team made up of Dept. Chairs and SDEA rep meets once per month to analyze data and plan instruction related to closing of achievement gap.

All Departments meet once per month in accordance with achievement of literacy goals agreed upon by all members of their department.
**RESOURCE INEQUITIES**

Lewis Middle School is a high performing school located in Allied Gardens in San Diego. Approximately 43% of students who attend Lewis live in poverty as determined by free and reduced lunch counts.

While students' overall achievement has increased in the areas of Math and English and the number of suspension improved for all students combined, a significant gap remains for our students with learning disabilities and English Learners.

One of the key root causes of our students' inability to achieve passing grades in middle school is the inability for EL students and students with learning disabilities to be able to read and write at or near grade level upon their entry into middle school and thereby access grade level curriculum.

The California Schools Dashboard has specifically identified Lewis Students with Learning Disabilities as a subgroup (Data is from 2 years ago) who are at risk as indicated on their metric that measures, chronic absences, suspension rates, along with performance in Math and English as called out by the annual CAASPP taken in June. Lewis is currently in what is termed as an Additional Targeted Support and Improvement School or an ATSI school.

This year Lewis Middle School will put a significant amount of resources into supporting our EL and Students with learning disabilities through targeted professional development provided by the site and outside resources, strategic student placement with qualified staff and by adding an ELST teacher who will provide specialized English support for our EL students.
<table>
<thead>
<tr>
<th>Member Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynette Ehle</td>
<td>Parent</td>
</tr>
<tr>
<td>Brandi Friend</td>
<td>Parent</td>
</tr>
<tr>
<td>Cherylynne Brown</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Tina Gerstler</td>
<td>Non-classroom</td>
</tr>
<tr>
<td>Janet Gavaldon</td>
<td>Parent</td>
</tr>
<tr>
<td>Jacob Grillot</td>
<td>Parent</td>
</tr>
<tr>
<td>Lynda Field</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Steven Santana</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Brad Callahan</td>
<td>Principal</td>
</tr>
<tr>
<td>Gerry Widmer</td>
<td>Parent chair</td>
</tr>
</tbody>
</table>
Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

*Goal 1 - Safe, Collaborative and Inclusive Culture

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Students who agree or strongly agree that they feel safe in school</td>
<td>59%</td>
<td>70%</td>
<td>CAL-SCHLS (CHKS)</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Students who feel connected to their school</td>
<td>61%</td>
<td>70%</td>
<td>CAL-SCHLS (CHKS)</td>
<td>Annual</td>
</tr>
</tbody>
</table>

*Identified Need

CHKS SCI score in 2018 was 240 compared to 260 in 2019. This based on a scale of 100-500, 300 being the average scale score. According to CHKS, 59% of 312 7th graders agree/strongly agree, that they feel safe at school. In addition, 61% of 312 7th grade students agree/strong agree, they feel connected to their school. Our goal is to make school supportive, fun and engaging to make all students feel that they are valued and contributing members of our learning community.

*Annual Measurable Outcomes (Closing the Equity Gap)

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Students with Disabilities</td>
<td>improve School Climate</td>
<td>Data not available</td>
<td>Data not available</td>
<td>CAL-SCHLS (CHKS)</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>through CHKS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>English Learner</td>
<td>Improve School Climate</td>
<td>Data not available</td>
<td>Data not available</td>
<td>CAL-SCHLS (CHKS)</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>through CHKS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Strategy 1: New Advisory Structure

**Students to be served by this Strategy/Activity**
All students with focus on Students with Learning Disabilities and EL students.

**Strategy/Activity - Description**
The following strategies and supports will improve student connectedness to school and improve student attendance:

**Positive Messaging Campaign:** In support of our literacy focus and our School-Wide goal to increase student engagement, all classroom teachers will engage in a Read Aloud with their advisory class students once per week. In addition to supporting literacy, these readings will be inspirational stories to serve as character models and are provided to teachers with open-ended talking points for all to share their thoughts and voice.

Newly created Lewis Leopards’ Way Poster will be discussed and displayed on campus and in classrooms to support character building and our students’ connectedness to their school. Each letter of our mascot Louis the Leopard creates an acronym that will be highlighted monthly and matched to Advisory Read Aloud along with ASB school wide spirit activities throughout the year. I will personally create and broadcast all of this information to all students in the beginning of the school year to ensure a unified message and expectations to all students and their teachers.

**“Leopards on the Spot”:** ASB students will work in conjunction with our Video Club students to provide weekly or bi-weekly video segments during Advisory that spotlight the super cool stuff and opportunities going on at Lewis in order to promote our students feeling more connected to their school. Topics such as, After School Clubs, Homework Centers, Swim Program, New Fitness Room will be all be highlighted in short student led interview segments throughout the year.

**Catch up and Organization:** With our goal of all students promoting to next grade level with no F/U’s, all students will be provided dedicated time during advisory to organize their backpacks and binders, review grades and catch up on school work during advisory time. All teachers will also review grades with students for any incompletes and provide assistance as needed.

**Silent Reading:** All students continue to be provided with two 30-minute sessions of sustained silent reading time. Approx. 60 minutes per week.

<table>
<thead>
<tr>
<th>June 2020</th>
<th>6-8</th>
<th>Students with Disabilities</th>
<th>Improve School Connectedness</th>
<th>Data not available through CHKS</th>
<th>Data not available through CHKS</th>
<th>CAL-SCHLS (CHKS)</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>English Learner</td>
<td>Improve School connectedness</td>
<td>Data not available through CHKS</td>
<td>Data not available through CHKS</td>
<td>CAL-SCHLS (CHKS)</td>
<td>Annual</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Students with Disabilities</td>
<td>decrease suspensions</td>
<td>9%</td>
<td>5%</td>
<td>Suspension</td>
<td>Annual</td>
</tr>
</tbody>
</table>
Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Drug Education: All students will attend assembly from SAY San Diego specially targeting the perils of vaping. This is a no cost program. Parent night as well.

Internet Safety: All students will take part in school-wide Internet Safety Awareness at no cost provided by the "Friends of SDPD" organization

Social Emotional Wellbeing: All students will attend Kaiser Permanente’s production of "Nightmare on Puberty Street", to engage kids in a hip and funny context to discuss wellness issues like changes in the body, peer pressure, sex, drugs, bullying, depression and even suicide. Free of charge

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
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<tbody>
<tr>
<td>N031120</td>
<td>Classroom Teacher Hrly</td>
<td></td>
<td>$15,000.00</td>
<td>$18,303.00</td>
<td>0311-09800-00-1157-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td></td>
<td>teachers paid for curriculum development</td>
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<tr>
<td>N03117X</td>
<td>Supplies</td>
<td></td>
<td>$1,596.61</td>
<td>$1,596.61</td>
<td>0311-09800-00-4301-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td></td>
<td>materials for student use in new advisory schedule</td>
</tr>
</tbody>
</table>

Strategy 2: Expanded Music Program to Support VAPA

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

To create a broad and engaging music program available to all students, Lewis Middle School has created a .2 allocation to support our strings program. This also provides VAPA continuity between our feeder elementary schools, the middle school, and our cluster high school. The site's SSC was involved in this decision that was supported by parents both on the committee and from the wider school site.

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>F03112O</td>
<td>Regular Teacher - NEW POSN, SBB2512798</td>
<td>0.20000</td>
<td>$17,035.40</td>
<td>$20,940.77</td>
<td>0311-09800-00-1107-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td></td>
<td>Music Teacher assignment</td>
</tr>
</tbody>
</table>
Strategy 3: Additional School Counselor Time

*Students to be served by this Strategy/Activity

All students with focus on EL students and students with learning disabilities

*Strategy/Activity - Description

The counselor will work closely with students and their families to find appropriate placements in courses at Lewis in addition to providing students social and emotional support. Additional Supports for students and parents to improve student connectedness and attendance:

- Targeted student placement in Advisory Support classrooms. “Leopards on the Spot” 7th Grade
- Targeted Tier III Math Electives: “Step up to Math” 7th and 8th Grade Teachers reteach previous concepts and teach into future lessons. Additional support using IXL computer program
- Three separate After School Homework Centers with a certificated Math and English teacher in each. Offered Tuesdays and Thursdays for Non-Prime Time students. How to get those in need to attend?
  - School Messenger alert sent to every parent/guardian with D/F and/or N\U students. Email and phone Message sent every 5 weeks listing available supports and contacts
  - Free Primetime after school enrichment program with daily academic support. Hourly fee based After School Care with homework support.
  - 7th/8th Grade Academic Reviews conducted by counselors with all D/F students and parents.
  - Student/parent/teacher conferences. 2x per year for all at risk D/F students
  - Parent/Guardian Education regarding PowerSchool
  - Big Brother/Sister after school program for targeted students (Social Emotional)
  - Cornerstone Counseling Partnership (Social-Emotional)

Student with disabilities have been identified by the California Dashboard as an ATSI in chronic absenteeism. The above strategies will influence chronic absenteeism in a positive manner for students with disabilities.

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>F03112P</td>
<td>School Counselor - NEW POSN, SBB2511760</td>
<td>0.10000</td>
<td>$8,229.20</td>
<td>$12,729.02</td>
<td>0311-09800-00-1210-3110-0000-01000-0000</td>
<td>LCFF Intervention Support</td>
<td></td>
<td>Counselor to support all students with emphasis on students with disabilities.</td>
</tr>
<tr>
<td>F03112Q</td>
<td>School Counselor - NEW POSN, SBB2511760</td>
<td>0.10000</td>
<td>$8,229.20</td>
<td>$12,729.02</td>
<td>0311-30100-00-1210-3110-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td></td>
<td>Counselor to support all students with emphasis on students with disabilities.</td>
</tr>
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</table>
### Goal 2 - English Language Arts

**Call to Action Belief Statement**

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All  
2. Access to Broad and Challenging Curriculum  
3. Quality Leadership, Teaching and Learning  
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2018-19

**Analysis**

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

**Lewis School-wide Instructional Focus for last year was literacy.**

Last year every department created their own literacy goals (through an authentic PLC that was data driven and agreed upon by teachers) in support of Literacy State Standards. Every department created their own literacy goals and common assessments along with analysis of data for future teaching implications. Cycle repeated in second semester. Link to last year’s All Department Literacy Support:  
https://docs.google.com/spreadsheets/u/1/d/1OhbY4P9a9mrI9srCHHW-dFICTUwSdEjdFWnENoGmVPE/htmlview

**Guided Reading in Middle School was implemented in all grades, 6-8 for our lowest readers, which included students with learning disabilities and EL students.**

Grade 6 pilot Guided Reading was connected to 2-hour literacy block for the 18-19 school year. Lit support class with guided reading for grades 7-8 were carried out in a separate daily elective.  
Incoming 6th grade students were identified through outreach to feeder elementary school teachers along with use of SBAC data from non-feeder school in order to better place them at our site.  
Last year’s 6th Grade Guided Reading data Fall to Spring:  
https://drive.google.com/file/d/1FptihaRd5griVZv3mIvWKYuqd3oT-96S/view?usp=sharing  
Last year’s 7/8thgrade Guided Reading data Fall to Spring:
Resource teachers co-planned with classroom teachers. Co-teaching in some classrooms.

**Major Differences**

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

Grade 6 pilot data for ALD course with guided reading did not demonstrate as much growth as anticipated as exhibited through FAST data and will not be connected to 2-hour literacy block for the 19-20 school year.
Grade 7/8 ALD with Guided Reading yielded high results with most students showing significant growth in reading as exhibited with FAST data.

**Changes**

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.

Every department will again be responsible for creating their own literacy goals (through an authentic PLC that is teacher driven) in support of Literacy State Standards. Every department will be responsible for creating their own literacy goals and common assessments along with analysis of data for future teaching implications. Cycle repeats in second semester. Link to last year’s All Department Literacy Support:

https://docs.google.com/spreadsheets/u/1/d/1OhbY4P9a9mr19srCHHW-dFICTUwSdEjdFwnENoGmVPE/htmlview

The Google Doc was a bit awkward and will be improved by creating a Google Form for this year.

Link to new format for ease of entering first and second PLC information:

https://forms.gle/lhfGbA6DKTWqoQ2E9

**Guided Reading in Middle School will continue in all grades 6-8 for our lowest readers, which includes SPED and ELL students.**

Grade 6 pilot data did not demonstrate as much growth as anticipated and will not be connected to 2-hour literacy block for 19-20. Lit support class will be configured as it has been for past two years in 7/8th, where we have data indicating higher success in accelerating our lowest readers. I have a highly skilled teacher for the 6th grade Guided Reading class, Mrs. Dietz, who will work and plan side by side with my existing 7/8th Lit support teacher, Mrs. Jacobs, for the new year.

Incoming 6th grade students have been identified through outreach to feeder elementary school teachers along with use of SBAC data from non-feeders.

Last year’s 6th Grade Guided Reading data Fall to Spring:

https://drive.google.com/file/d/1FptihaRd5grivZv3mIvWKYUqd3oT-96S/view?usp=sharing

Last year’s 7/8th grade Guided Reading data Fall to Spring:

https://drive.google.com/file/d/1aKuVB8lZ_W05bZGOornmC2YSyI9EU_Dt/view?usp=sharing
We purchased News Ela, which supports reading, writing, speaking, and listening skills through English, History, Science and Math content. It is a database of current event stories tailor-made for classroom use. Indexed by broad theme (e.g. War and Peace, Arts, Science, Health, Law, Money), stories are both student-friendly and can be accessed in different formats by reading level. We plan to use News Ela in this way to help us differentiate nonfiction reading. Professional development provided to all staff.

*Goal 2 - English Language Arts*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Increase percent proficient</td>
<td>65</td>
<td>70</td>
<td>CAASPP ELA</td>
<td>Annually</td>
</tr>
</tbody>
</table>

*Identified Need*

According to CAASPP data, 23.8% of Students with disabilities and 10% of ELL students met or exceeded ELA standards on CAASPP ELA. CAASPP also showed that 65% of all students combined met or exceeded standards on CAASPP ELA.

*Annual Measurable Outcomes (Closing the Equity Gap)*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Students with Disabilities</td>
<td>increase proficiency</td>
<td>23.8</td>
<td>30</td>
<td>CAASPP ELA</td>
<td>Annual</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>English Learner</td>
<td>increase proficiency</td>
<td>10</td>
<td>20</td>
<td>CAASPP ELA</td>
<td>Annual</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Socioeconomically Disadvantaged</td>
<td>increase proficiency</td>
<td>51.9</td>
<td>61</td>
<td>CAASPP ELA</td>
<td>Annual</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Hispanic or Latino</td>
<td>increase proficiency</td>
<td>55.7</td>
<td>65</td>
<td>CAASPP ELA</td>
<td>Annual</td>
</tr>
</tbody>
</table>

*Site-based Literacy Goals*

*Students to be served by this Strategy/Activity*

All Students

*Strategy/Activity - Description*

Every department will again be responsible for creating their own literacy goals (through an authentic PLC that is teacher driven) in support of Literacy State Standards. Every department will be responsible for creating their own literacy goals and common assessments along with analysis of data for
Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
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<td>$36,324.48</td>
<td>0311-00000-00-4301-1000-1110-01000-0000</td>
<td>Discretionary Alloc</td>
<td>supplies related to support student work and student achievement</td>
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<td></td>
</tr>
<tr>
<td>N031111</td>
<td>Prof&amp;Curriclm Dev Vist Tchr</td>
<td>$13,000.00</td>
<td>$15,862.60</td>
<td>0311-30100-00-1192-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>Substitutes to cover teachers during curriculum development in line with lit goals and student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N031147</td>
<td>Conference Local</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>0311-30100-00-5209-2130-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>attending conferences that support literacy in different subjects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guided Reading

*Students to be served by this Strategy/Activity

The following strategies specifically support EL and/or Students with Disabilities.

*Strategy/Activity - Description

Guided Reading in Middle School will continue in all grades 6-8 for our lowest readers, which includes Students with Disabilities and ELL students.

ALD Lit support class will be configured as it has been for past two years in 7/8th, where we have data indicating higher success in accelerating our lowest readers. 6th grade class has a highly skilled teacher running our Guided Reading class, will work and plan side by side with my existing 7/8th Lit support teacher, along with district resource teachers.

Incoming 6th grade students have been identified through outreach to feeder elementary school teachers along with use of SBAC data from non-feeders.

Last year’s 6th Grade Guided Reading data Fall to Spring:

https://drive.google.com/file/d/1FptihaRd5grivZv3m1vWKYUqd3oT-96S/view?usp=sharing

Last year’s 7/8th grade Guided Reading data Fall to Spring:

https://drive.google.com/file/d/1aKuVB8lZ_W05bZGOormmC2YSyI9EU_Dt/view?usp=sharing

In addition, we have allocated additional funds to add new books to our library to help support students' having a diverse selection of books to choose from.

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
</table>
Professional Development

*Students to be served by this Strategy/Activity

EL and students with learning disabilities

*Strategy/Activity - Description

Professional Development to all staff for best practices in integrated English Language acquisition utilizing resource teachers from OLA. Professional Development to all certificated teaching staff for best practices in supporting academic growth for Students with Learning Disabilities. Professional Development to all classified support staff for best practices in supporting academic growth for Students with Learning Disabilities.

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$8,000.00</td>
<td>$9,761.60</td>
<td></td>
<td>0311-09800-00-1170-2130-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td></td>
<td>Professional development on evidence based instructional routines that will integrate the development of English acquisition</td>
</tr>
</tbody>
</table>

News ELA

*Students to be served by this Strategy/Activity

All Students Impacted
EL and Students with learning disabilities are focus students

*Strategy/Activity - Description

News Ela is a database of current events stories tailor-made for classroom use. Indexed by broad theme (e.g. War and Peace, Arts, Science, Health, Law, Money), stories are both student-friendly and can be accessed in different formats by reading level.

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
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<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
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<tbody>
<tr>
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<td>$9,000.00</td>
<td>$9,000.00</td>
<td></td>
<td>0311-30106-00-5841-1000-1110-01000-0000</td>
<td>Title I Supplmnt Prog Imprvmnt</td>
<td></td>
<td>Software license fee for one year</td>
</tr>
</tbody>
</table>
**Homework Center**

*Students to be served by this Strategy/Activity*

All students with emphasis on students with learning disabilities and EL students

*Strategy/Activity - Description*

Homework Center is staffed with math teachers in 3 separate classrooms 2 days a week for one hour after school. Late busses provided to bus riders. During Homework Center students get additional support on all work they have for their classes and most students receive support for their math coursework.

Prime Time: approximately 120 students (outside of Homework Center students) receive daily homework assistance.

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher Hrly</td>
<td>0311-09800-00-1157-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>Goal 1 - Safe, Collaborative and Inclusive Culture</td>
<td>Ref Id : N031120</td>
<td>Students provided safe after school learning environments for homework assistance 2 days per week for 1 hour per day. Classroom staffed by two certificated teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Development**

**Strategy: .5 ELST**

*Students to be served by this Strategy/Activity*

EL Students

*Strategy/Activity - Description*

Push in/pull out English Language Support Teacher will work with small groups of students using our district's state approved EL Standards Curriculum to support EL students reclassification to Reclassified Fluent English status (RFEP).

Lewis has 3 Current .2 support teachers being paid from Title One who will be moved to district's cost center upon SSC approval. Newly hired ELST will be paid .5 using Title One Funds from the existing budget strings below:

- Following teacher expenses moved to district 000010 in lieu of increased FTE allocation for increased student enrollment.

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
</table>

**Additional Supports for this Strategy/Activity**
ELST may require training regarding curriculum and assessment for EL students.
## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2018-19

#### *Analysis*

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

Last year we differentiated math courses by enrolling students in regular common core math classes along with grade 6/7 accelerated and 8th grade integrated math courses. 
Additional Step up to Math elective course provided to our most needy students in grades 7 and 8. These classes included EL students and provided RTI for Gen Ed to keep students in Gen Ed.
Homework Center provided to all students after school at no cost with late bus provided to bus riders.
Accelerated Math On-Line practice for all students was purchased and embedded into our Advisory classes.
Resource teachers co-planned with Math teachers during Weekly PLC Time.

#### *Major Differences*

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

Eliminated Accelerated Math Online program for all students.
**Changes**

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.

Eliminate Accelerated Math Computer Program. CAASPP data did not indicate growth over the last 4 years of use. It was too taxing on our middle school students.

Use Interim Assessment Block assessment school-wide once per semester as pre and post assessment of learning.

**Goal 3 - Mathematics**

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Increased proficiency</td>
<td>64</td>
<td>70</td>
<td>CAASPP Math</td>
<td>annual</td>
</tr>
</tbody>
</table>

**Identified Need**

According to CAASPP data, 14% of Students with disabilities and 10% of ELL students met or exceeded ELA standards on CAASPP MATH. CAASPP results also showed that 64% of all students combined met or exceeded standards on CAASPP MATH.

**Annual Measurable Outcomes (Closing the Equity Gap)**

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Students with Disabilities</td>
<td>Increase proficiency</td>
<td>14</td>
<td>25</td>
<td>CAASPP Math</td>
<td>annual</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>English Learner</td>
<td>Increase proficiency</td>
<td>18</td>
<td>38</td>
<td>CAASPP Math</td>
<td>annual</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Socioeconimically Disadvantaged</td>
<td>Increase proficiency</td>
<td>50.7</td>
<td>60</td>
<td>CAASPP Math</td>
<td>annual</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Black or African American</td>
<td>Increase proficiency</td>
<td>37.7</td>
<td>47</td>
<td>CAASPP Math</td>
<td>annual</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Hispanic or Latino</td>
<td>Increase proficiency</td>
<td>50.6</td>
<td>60</td>
<td>CAASPP Math</td>
<td>annual</td>
</tr>
</tbody>
</table>

**Strategy 1: Step Up To Math**

*Students to be served by this Strategy/Activity*

EL students and general Ed students as form of RTI to prevent from entering Special Ed status.
**Strategy/Activity - Description**

Step Up To Math curriculum supports EL and students with learning disabilities to review previously taught concepts and to preview upcoming. This is an additional daily hour of math for students. In this comprehensive classroom resource, the included reproducible activities cover core language arts skills at three ability levels--basic, intermediate, and challenging. It supports NCTM standards and covers topics including numeration, computation, geometry, measurement, and graphs. Offering multiple approaches to content, instruction, and assessment also helps to motivate students!

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
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<td>$85,177.00</td>
<td>$122,996.83</td>
<td>0311-00010-00-1107-1000-1110-01000-0000</td>
<td>Position Allocation</td>
<td>Step up math supports EL and students with learning disabilities to review previously taught concepts and to preview upcoming. This is an additional daily hour of math for students.</td>
<td></td>
</tr>
<tr>
<td>N0311B7</td>
<td>Supplies</td>
<td></td>
<td></td>
<td>$1,801.26</td>
<td>0311-30106-00-4301-1000-1110-01000-0000</td>
<td>Title I Supplmnt Prog Improvnt</td>
<td>paper, writing materials, calculators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regular Teacher -</td>
<td></td>
<td></td>
<td>$1,801.26</td>
<td>0311-30100-00-1107-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>Goal 4 - English Learners</td>
<td>Ref Id : F03112N</td>
</tr>
</tbody>
</table>

**Strategy 2: NewsELA On-line Literacy Resource**

*Students to be served by this Strategy/Activity*

All students served through various departments.

Students with learning disabilities and EL Students

**Strategy/Activity - Description**

News Ela is a database of current events stories tailor-made for classroom use in Math, English, History and Science. Indexed by broad theme (e.g. War and Peace, Arts, Science, Health, Law, Money), stories are both student-friendly and can be accessed in different formats by reading level.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE/Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Software License</td>
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<td></td>
<td>0311-30106-00-5841-1000-1110-01000-0000</td>
<td>Title I Supplmnt Prog Improvnt</td>
<td>Goal 2 - English Language Arts</td>
<td>Ref Id : N0311B6</td>
</tr>
</tbody>
</table>
**Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

*Additional Supports for this Strategy/Activity*
Professional development will be delivered on site from our own teacher leaders.

**Homework Center**

*Students to be served by this Strategy/Activity*
All students with emphasis on students with learning disabilities and EL students

*Strategy/Activity - Description*
Homework Center is staffed with math teachers in 3 separate classrooms 2 days a week for one hour after school. Late busses provided to bus riders. During Homework Center students get additional support on all work they have for their classes and most students receive support for their math coursework.

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom Teacher Hrly</td>
<td></td>
<td></td>
<td></td>
<td>0311-09800-00-1157-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Staff Professional Development**

*Students to be served by this Strategy/Activity*
All Students and English Learners and Learning Disabled students

*Strategy/Activity - Description*
To further enhance the ability for our teachers to stay current with best practices, we will be sending math teachers to CMC-Palm Springs.

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
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<tr>
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<td>$1,500.00</td>
<td>0311-30100-00-5207-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td></td>
<td>Conference Fees- teacher training for math lesson enhancement.</td>
</tr>
</tbody>
</table>
Goal 4- English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities that honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2018-19

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

Last year 19 of 22, students targeted for reclassification did so. This satisfied district goal of 85% students reclassified.

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

No difference

*Changes
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.

This year our intent is to hire an additional .6 English Teacher to push in and/or pull out students grades 6-8 for EL standards instruction. ALD designated courses in grades 6-8 with emphasis on Guided Reading and EL standards. 6th Grade to become a separate course from 2-hour literacy block. Strategic placement of students to ensure they are all in appropriate Integrated and Designated ELD courses.
OLA office resource teacher staff PD for integrating ELL strategies in all content areas.
Implementation of News Ela to support different reading levels with high interest stories and articles.
Focused walk through

*Integrated English Language Development*

English Learners are integrated into the core classes with Support will be provided within the content classrooms to address language targets (i.e. clarity of purpose) and structures with appropriate scaffolding and differentiation support. The PD plan, with collaborative input from ILT, will focus on common instructional practices to strengthen English language development within the SPSA a specific walkthrough protocol is being developed by OLA (Stanford Mathematical Language Routines) and the administration about the LTEls. This walkthrough plan is to observe the integrated ELD support in the classroom.

Professional Development support from OLA.

*Designated English Language Development*

In addition to their core English class, English Learners are placed in a language support course ELD1,2 The PD plan, with collaborative input from ILT, will focus on common instructional practices to strengthen English language development. Within the SPSA a specific walkthrough protocol is being developed by OLA (Stanford Mathematical Language Routines) and the administration with regards to the LTEls. This walkthrough plan is to observe the integrated ELD support in the classroom. The Step Up to Math will also have embedded integrated support. An ELI-RT will provide in-classroom 2-week coaching support twice this school year. Coaching will include classroom observations, feedback to support teachers and administrative support.

ALD English Support Courses with Guided Reading grades 6-8. Support provided by district resource teachers.

*Goal 4 - English Learners*  

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>English Learner</td>
<td>Increase Proficiency</td>
<td>10</td>
<td>30</td>
<td>CAASPP ELA</td>
<td>Annually</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>English Learner</td>
<td>Increase Proficiency</td>
<td>18</td>
<td>38</td>
<td>CAASPP Math</td>
<td>Annually</td>
</tr>
</tbody>
</table>

*Identified Need*

Majority of EL students scored well below proficiency in both English and Math. Therefore, a focused, strategic intervention plan is necessary to develop the English Language in both an English and Math format.
**Strategy 1/Focused Walk Through**

**Students to be served by this Strategy/Activity**
English Learners

**Strategy/Activity - Description**
Administration will conduct focused walk through of the EL student population at Lewis. In conjunction with the Office of Language Acquisition, CHS administration will develop a walk through tool that identifies levels of student engagement and student behaviors during different parts of the instruction. Administration will share observations with staff and co-create an action plan to improve the language acquisition of the students and thereby improve their understanding of the core content standards. Administration will also "shadow" one student. This will allow us the opportunity to "walk in the shoes" of our Long Term English Learners. Administration will share observations in a fish bowl with staff at a staff meeting.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supplies</td>
<td></td>
<td></td>
<td></td>
<td>0311-30100-00-4301-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>Goal 2 - English Language Arts</td>
<td>Supplies to support targeted instruction for ELD</td>
</tr>
</tbody>
</table>

**Additional Supports for this Strategy/Activity**
Support from Office of Language Acquisition by providing whole staff PD and working closely with school administration. We intend to hire a .5 English teacher to push in/pull out EL students in support of EL literacy standards.

**Strategy 2: ALD Designated Support**

**Students to be served by this Strategy/Activity**
English Learners

**Strategy/Activity - Description**
ALD designated support classes with emphasis in Guided Reading in Middle School will continue in all grades 6-8 for our lowest readers, which includes Students with Disabilities and ELL students.
**Strategy 3/ Professional Growth through New Evaluation Pilot**

*Students to be served by this Strategy/Activity*

EL Students

*Strategy/Activity - Description*

All teachers using the district's new Pilot Evaluation Process, E3, will select at least one EL focus student from their classroom to observe closely and share outcomes with their PLC partners and with me in support of their respective department's agreed upon literacy goal for all, using new Interim Assessment Blocks to measure growth.

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
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<td>$24,599.37</td>
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<td></td>
<td>designated ALD 6th Gr course</td>
</tr>
<tr>
<td>F03112M</td>
<td>Regular Teacher</td>
<td>0.2000</td>
<td>$17,035.40</td>
<td>$24,599.37</td>
<td>0311-30106-00-1107-1000-1110-01000-0000</td>
<td>Title I Supplmnt Prog Imprvmnt</td>
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<td>designated ALD gr. 7/9</td>
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<tr>
<td>F03112N</td>
<td>Regular Teacher</td>
<td>0.2000</td>
<td>$17,035.40</td>
<td>$24,599.37</td>
<td>0311-30100-00-1107-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td></td>
<td>Step up to Math Gr. 8 Preview with Review of curriculum in small group setting.</td>
</tr>
</tbody>
</table>

**Strategy/Activity 4 Push in/Pull Out ELST**

*Students to be served by this Strategy/Activity*

All English Language Learners students.

*Strategy/Activity - Description*

Push in/pull out English Language Support Teacher will work with small groups of students using our district's state approved EL Standards Curriculum to support EL students reclassification to Reclassified Fluent English status (RFEP).

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
</table>
## Goal 5 - Students with Disabilities

### Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### *Goal 5- Students with Disabilities*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Increase Proficiency in ELA CAASPP</td>
<td>23.8</td>
<td>30</td>
<td>Other (Describe in Objective)</td>
<td>Annually</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Increase Proficiency in Math CAASPP</td>
<td>14</td>
<td>25</td>
<td>Other (Describe in Objective)</td>
<td>Annually</td>
</tr>
</tbody>
</table>

### *Identified Need*

According to CAASPP data, 23.8% of Students with disabilities met or exceeded ELA standards and 14% of Students with disabilities met or exceeded standards on CAASPP MATH.

### *Annual Measurable Outcomes*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Subgroup</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Students with Disabilities</td>
<td>decrease chronic absenteeism</td>
<td>22.9</td>
<td>9</td>
<td>Other (Describe in Objective)</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Students with Disabilities</td>
<td>decrease suspensions</td>
<td>9.3</td>
<td>7</td>
<td>Other (Describe in Objective)</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Students with Disabilities</td>
<td>meet all IEP goals</td>
<td>N/A</td>
<td>100</td>
<td>Progress Reports on IEP Goals</td>
<td>at the 9 week grades</td>
</tr>
</tbody>
</table>
# Strategy 1: Decrease chronic absences

*Students to be served by this Strategy/Activity*

- Students with Disabilities

## *Strategy/Activity - Description*

To accomplish this goal, our team will communicate to students with 4 or more absences in a given month. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student’s attendance. Office staff, administrators, or counselors will make contacts. A monthly log will record the contacts. Case Managers will accurately track communication also.

**Classroom/Guidance Strategies (Attendance Warning)**

**Interventions begin here with site teacher and/or counselor**

- Talk with student
- Contact parent
- Provide incentives for good attendance (e.g., Lewis Caught Being Good)
- Recognize student for good attendance
- Welcome back the student after absence
- Make positive calls home or send notes
- Assign student a classroom responsibility
- Partner with a buddy for bus ride/walk to and from school/classroom/recess, and for support
- Offer Homework Center, Saturday School.
- Hold a parent conference (include nurse or counselor, if appropriate)
- Encourage parent to initiate contacts at school (make sure to provide a name of contact if there are language barriers)
- Monitor attendance weekly (with assistance of attendance clerk and attendance team)
- Referral for tutoring if needed
- Attendance Phone Calls
- Classroom Guidance Lessons on Attendance, Responsibility, or Dealing with Stress
- Assist parents with walking child from car when necessary.
- Consider Tier II Academic Supports (Study Skills, Academic Language Development, Multi-Skills Course, Step Up to Math Support Class.)
- Refer to our Big Brother/Big Sister Partnership.
Notification of Truancy (Interventions Continue) (3 days of U’s, W’s, Z’s)
__Counselor Check in and assess student attendance, needs, and develop intervention plan.
__Conference with parent
__Make home visit
__Refer to Student Study Team
__Referral to Saturday school
__Call HHSA/CPS worker (if applicable)
__Referral to site based provider if available on campus (Cornerstone, SDUSD Youth and Transition supports if necessary, SAY SD, or MHRS mental health worker if applicable)
__Referral to community agency as needed
__Referral to after school programs (e.g., Boys and Girls Club, sports programs, YMCA)
__Assign student a responsibility (office helper, mentor teacher)
__Refer to Prime Time program, if appropriate
__Review IEP or 504 plan and implement goals to improve attendance
__Consider Tier II Academic Supports (Study Skills, Academic Language Development, Multi-Skills Course, Step Up to Math Support Class.)
__Consider MTSS behavior supports, and school counseling interventions.

Second Notification of Truancy (Habitual) (6 FULL DAYS OF U’s, W’s, Z’s)
__Hold SART or SST meeting with parent and have SART agreement signed
__Include SDSUD police officer in meeting if applicable
__Implement Tier II interventions (classroom/non-classroom based)
__Change classes, if necessary and feasible
__Special education/504 assessment if appropriate
__Student/parent/nurse conference, if relevant
__Discuss any alternative options (e.g., independent study contract, alternative school)

Third Notification of Truancy and Referral to SARB (after SART and interventions with no improvement)
__Continue parent/student contact
__The Third Notification of Truancy Letter is to be sent only after all available resources have been exhausted with no improvement and a referral to SARB is being submitted
__Refer to SARB
__If Special Education, conduct a meeting to address interventions, supports, and placement needs.
__Home visit if parent or student are non-compliant to hand deliver final notification.
Excessive Illnesses/Nurse Involvement:
__If there are excessive excused absences for illness, get nurse involved
__Show parent how to access homework online.
__Request parent sign doctor’s release of information form
__Referral to alternative program (e.g., home hospital, pregnant minor program)
__Nurse to send Dr. Tara’s letter when illnesses become excessive with no known medical diagnosis

School wide Incentives
Positive Recognition
6,7th, and 8th grade End of Year Activities
Caught Being Good Cards
Poster in cafeteria showing school wide positive behavior supports.
Advisory Mentor opportunities.
Recognition in assemblies/parent newsletters for good attendance
Lunch with a Teacher Mentor, School Counselor, or Administrator

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
</table>

Strategy 2: Strategic placement and monitoring
*Students to be served by this Strategy/Activity
Students with Disabilities

*Strategy/Activity - Description
Students with disabilities will be intentionally scheduled to ensure access to the academic core classes with appropriate special education support. General and special education staff will ensure instruction is in direct alignment with student needs and the intervention enhances current instruction. PLCs will include ongoing monitoring of progress and adjusting support for students with disabilities.

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
</table>

SPSA Template Revised 1/8/2020
**Strategy: 3 Ed Specialists working with Gen Ed**

*Students to be served by this Strategy/Activity*

Students with Disabilities

*Strategy/Activity - Description*

Ed Specialists will participate in observations with both the English and Math teachers throughout the year. Ed Specialists will also participate in PLCs to debrief the observations and offer concrete differentiated support plans for students with disabilities. Ed Specialists will participate in PLCs to support closing the achievement gap for students with disabilities.

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Additional Supports for this Strategy/Activity*

Resource teachers provided additional time for supporting students and parents with assessments, data collection and planning by way of advisory time in addition to prep. Resource teachers provided a sub 2 to 3 times per year in addition to advisory time.

**Strategy 4: Keeping IEP current and relevant**

*Students to be served by this Strategy/Activity*

Students with Disabilities

*Strategy/Activity - Description*

In order to ensure accurate monitoring of our IEP goals for our SWD, we will develop a Google tracking system that is accessible by Case Managers, Teachers, Administrators, Counselors, and the school Nurse. This tracking system will monitor grades, progress on IEP goals, attendance, and parental concerns. Administration will review this document monthly and will share concerns at the weekly Admin meeting. Administration will also review this template with Case Managers every nine weeks or more frequently if needed.

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supplies</td>
<td></td>
<td></td>
<td></td>
<td>0311-00000-00-4301-1000-1110-01000-0000</td>
<td>Discretionary Alloc</td>
<td>Goal 2 - English Language Arts</td>
<td>Ref Id : N03118H</td>
</tr>
</tbody>
</table>
### Goal 6 - Family Engagement

**Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

**District LCAP Goals**

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

#### Annual Review of This Goal: SPSA Reviewed 2018-19

**Analysis**

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

Data from our 7th grade parent survey indicates that we are doing well when it comes to parent involvement associated with student achievement and building capacity of committees and the decision making process.

Despite our best efforts and due to a small percent of EL population in our school, we have not been able to create and maintain a parent ELAC group.

**Major Differences**

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

ELAC: we were not able to organize, create and maintain an active ELAC parent group. ELAC chair/parent therefore delegated their responsibilities to our SSC

**Changes**

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

We will make every effort to organize an ELAC ongoing committee through advertising, holding meetings at convenient times and partnering with our feeder High School.
**Lewis Middle School Plan for Student Achievement**

**Goal 6: Family Engagement**

<table>
<thead>
<tr>
<th>By Date</th>
<th>Participants</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>Other (Describe in Objective)</td>
<td>All parents agree school allows input and welcomes parents' contributions</td>
<td>83% Agree/Strongly Agree</td>
<td>85% Agree/Strongly Agree</td>
<td>CAL - SCHLS (CSPS)</td>
</tr>
<tr>
<td>June 2020</td>
<td>Other (Describe in Objective)</td>
<td>All parents agree school allows input and welcomes parents' agree school encourages them to be active partners with school educating child</td>
<td>88% Agree/Strongly Agree</td>
<td>92% Agree/Strongly Agree</td>
<td>CAL - SCHLS (CSPS)</td>
</tr>
<tr>
<td>June 2020</td>
<td>Other (Describe in Objective)</td>
<td>All parents agree school allows input and welcomes parents' agree school actively seeks the input of parents before making important decisions</td>
<td>58% Agree/Strongly Agree (21% didn't know)</td>
<td>70% Agree/Strongly Agree</td>
<td>CAL - SCHLS (CSPS)</td>
</tr>
</tbody>
</table>

*Identified Need*

According to California School Parent Survey results indicated that 83% of parents feel welcome, 88% of parents feel their input is acknowledged, and 58% of parents feel like their input is considered before making important decisions.

This year we have not been able to identify a chair of ELAC to even designate the authority in decision making to SSC.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>By Date</th>
<th>Participants</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2019</td>
<td>ELAC</td>
<td>Identify at least 5 parents to serve on ELAC</td>
<td>0%</td>
<td>100 %</td>
<td>Committee Attendance</td>
</tr>
<tr>
<td>November 2019</td>
<td>ELAC</td>
<td>Recruit at least, one parent to serve on ELAC as chair to at least designate authority of decision making to SSC</td>
<td>0%</td>
<td>100 %</td>
<td>Committee Attendance</td>
</tr>
</tbody>
</table>
**Strategy 1: recruit and maintain active ELAC parents**

*Families to be served by this Strategy/Activity*

Parents with EL students

*Strategy/Activity - Description*

Back to School Night will call out for ELAC parents to be involved through active participation in ELAC committee.

ELAC advertisement with info booth at major parent events including Back to School Night and Open House

Call for ELAC parent involvement during reclassification ceremony

School Messenger Phone and email calling for volunteers

Scheduling meetings at time parents can attend

Combining resources with High School for recruitment.

Utilize new ELST resource teacher for parent involvement and recruitment of ELAC

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>N031177</td>
<td>In-service supplies</td>
<td></td>
<td>$1,127.00</td>
<td>$1,127.00</td>
<td>0311-30103-00-4304-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td></td>
<td>Materials and Supplies for parent education and communication</td>
</tr>
<tr>
<td>N03118P</td>
<td>Postage Expense</td>
<td></td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>0311-30103-00-5920-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td></td>
<td>Postage to communicate with parents about the programs and supports offered at Lewis Middle School</td>
</tr>
</tbody>
</table>

**Strategy 2: Seeking input of important decisions**

**Strategy/Activity 1**

*Families to be served by this Strategy/Activity*

All Families

*Strategy/Activity - Description*

Ensure that all meeting dates that involve important decision making are articulated to parents via school messenger and during school activities such as, but not limited to:

Back to school Night

Award assemblies involving parents

Open House

Bi-Annual parent conferences

Parent workshops/assemblies.
<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Postage Expense</td>
<td></td>
<td></td>
<td>0311-30103-00-5920-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td>Goal 6 - Family Engagement</td>
<td>Ref Id : N03118P</td>
</tr>
</tbody>
</table>
## Goal 7- Graduation/Promotion Rate

### Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2018-19

*Analysis*

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

- At Risk List  Developed by Teachers/Counselors
  - Sept.
- SPOTS Advisory Intervention-NEW
- 20 Students (RTI/Behavior/DF)  GRADE 7
- Six Week Rotation
- Sept Study Skills Counselor Presentations-Grade 6

- October
- Internet Safety
- Classroom Vape Education Intervention
- October
- At Risk Identification for Parent Conferences
- Sept-Oct
- Mentor/Mentee chosen (DF List)
- Nov
- After School Tutoring Late Bus
- Nov Academic Support Schedules posted/Tutoring Begins
Nov
Parent Conferences at Risk each Grade level
Teacher Recommended 6 Week D/F List

Oct
Counselor/Office Email Notification of PS D/F Grades
D-F Letter/Messenger/Power School Notification (EMAIL, PHONE, Bilingual)
Post Grade Report
Carry Home
SST/PST/RTI conferences
Ongoing D-F Letter/School Messenger/Power School Notification (EMAIL, PHONE, Bilingual) Teacher Notification/May Fail End of Sem.

Academic Review Conferences
Counselor/Parent-Grade 7
Academic Review
SBAC DF list
Counselor/Office Email Notification of PS D/F Grades

Semester 1 Report Card
D-F Letter/School Messenger/Power School Notification (EMAIL, PHONE, Bilingual)
Staff Meeting to ID Top 10 each grade level.
Parent Teacher Conference

Feb
Counselor/Office Email Notification of PS D/F Grades
D-F Letter/School Messenger/Phone/Email/Letters
8th grade at risk letters/notification
Teacher Notification/May Fail End of Sem.
Academic Review Conferences
Grade 8-DF List

Jan-Feb
After School Tutoring Program
DF/SBAC students targeted

Spring
RTI Folders/Teacher Document Interventions, Parent Contacts,
Spring
Student Success Group
DFNU Counseling Conferences (Counselors)
8th Grade Meetings/Promotion Requirements/SDUSD Grad

Spring
6-8th grade Course Planning Meeting
Articulation/Four Year Plans/Promotion Requirements Grades 6,7,8

Spring
Counselor/Office Email Notification of PS D/F Grades
D-F Letter/School Messenger/ Phone/Email/Letters
8th grade at risk letters/notification
Attendance Improvement Notification/Intervention
Following LMS Grade Reporting Timeline
Post Grade Carry
8th Grade At Risk Meetings

April-May
D-F Letter/School Messenger/ Phone/Email/Letters/Bilingual
8th grade at risk letters/notification/ Attendance Improvement
Teacher Notification/May Fail End of Sem.
All 8th grade Promotion Meeting

April
Summer School Recommendations Submitted

SPED ONLY
Decision to Promote/Retain ID

May
At Risk Letters Mailed Home

April-June
SST/RTI/PST Conferences
Ongoing
Preliminary 8th grade marks

June
Update Decision to Promote/Retain

June
Final-8th grade marks reported

June
Decision to Promote/Retain Conferences

June 4-June 15
Summer School Notification

SPED ONLY
At Risk for 2018-2019 Developed

June
Student Recommendations for Academic Intervention/Scheduling
LMS Counselors/Master Schedule Team
Semester 2 Report Card
D-F Letter/School Messenger/Power School Notification (EMAIL, PHONE, Bilingual)

June U.S. Mailing

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

The percentage/number of 8th grade students not making satisfactory marks in English and/or Math remains too high. A significant discrepancy remains for our Students with Disabilities and ELL Students.
**Changes**

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.

Goals to reduce D/F in core subjects of Math and English will be more aggressive for our focus on Students with Disabilities and English Language Learners. We will repeat the above student supports (listed under Analysis) for promotion to high school, during this school year.

**Goal 7 - Graduation/Promotion Rate**

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>8</td>
<td>All Students: with No D/F in English</td>
<td>23% (84 students)</td>
<td>10% (#relative to class size)</td>
<td>Other (Describe in Objective)</td>
<td>Annual</td>
</tr>
<tr>
<td>June 2020</td>
<td>8</td>
<td>Students with disabilities: No D/F in English</td>
<td>50% (16 students)</td>
<td>30% (#relative to class size)</td>
<td>Other (Describe in Objective)</td>
<td>Annual</td>
</tr>
<tr>
<td>June 2020</td>
<td>8</td>
<td>EL Students: No D/F in English</td>
<td>50% (3 students)</td>
<td>30% (#relative to class size)</td>
<td>Other (Describe in Objective)</td>
<td>Annual</td>
</tr>
</tbody>
</table>

**Identified Need**

Chronic absence is defined as any absence, whether excused or not, that exceeds 18 days of missed school, within the school year.

While many of the absences that were recorded beyond our control and stemmed from events such as a child with cancer or students with significant health issues, we are still at an unacceptable rate according to the California Schools Dashboard, especially so with our students with disabilities.

<table>
<thead>
<tr>
<th>2017-2018</th>
<th>Total # of Students</th>
<th>Students with Passing Grades</th>
<th>% of Student that Passed</th>
<th># of Students with D &amp; F</th>
<th>% of Students with D &amp; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 8th Grade Students in English</td>
<td>387</td>
<td>313</td>
<td>81%</td>
<td>74</td>
<td>19%</td>
</tr>
<tr>
<td>All 8th Grade Students in Math</td>
<td>387</td>
<td>321</td>
<td>83%</td>
<td>66</td>
<td>17%</td>
</tr>
<tr>
<td>8th Grade Students with Learning Disabilities in English</td>
<td>27</td>
<td>18</td>
<td>67%</td>
<td>9</td>
<td>33%</td>
</tr>
<tr>
<td>8th Grade Students with Learning Disabilities in Math</td>
<td>27</td>
<td>23</td>
<td>85%</td>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>8th Grade EL Students in English</td>
<td>9</td>
<td>4</td>
<td>44%</td>
<td>5</td>
<td>56%</td>
</tr>
<tr>
<td>8th Grade EL Students in Math</td>
<td>9</td>
<td>5</td>
<td>56%</td>
<td>4</td>
<td>44%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Total # of Students</td>
<td>Students with Passing Grades</td>
<td>% of Student that Passed</td>
<td># of Students with D &amp; F</td>
<td>% of Students with D &amp; F</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------</td>
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<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>All 8th Grade Students in English</td>
<td>361</td>
<td>277</td>
<td>77%</td>
<td>84</td>
<td>23%</td>
</tr>
<tr>
<td>All 8th Grade Students in Math</td>
<td>361</td>
<td>298</td>
<td>83%</td>
<td>63</td>
<td>17%</td>
</tr>
<tr>
<td>8th Grade Students with Learning Disabilities in English</td>
<td>32</td>
<td>16</td>
<td>50%</td>
<td>16</td>
<td>50%</td>
</tr>
<tr>
<td>8th Grade Students with Learning Disabilities in Math</td>
<td>32</td>
<td>22</td>
<td>69%</td>
<td>10</td>
<td>31%</td>
</tr>
<tr>
<td>8th Grade EL Students in English</td>
<td>6</td>
<td>3</td>
<td>50%</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>8th Grade EL Students in Math</td>
<td>6</td>
<td>3</td>
<td>50%</td>
<td>3</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Annual Measurable Outcomes (Closing the Equity Gap)**

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>Students with Disabilities</td>
<td>Decrease Chronic Absences</td>
<td>22.9 (2 year old data)</td>
<td>8</td>
<td>Absenteeism</td>
<td>Quarterly</td>
</tr>
<tr>
<td>June 2020</td>
<td>6-8</td>
<td>English Learner</td>
<td>Decrease Chronic Absences</td>
<td>14.1 (2 year old data)</td>
<td>7</td>
<td>Absenteeism</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

**Strategy 1. Decrease Chronic Absences.**

*Students to be served by this Strategy/Activity*

Absenteeism is a large contributor to number of D/F marks for students. All Students served with focus on Students with Learning Disabilities and EL students.

*Strategy/Activity - Description*

Classroom/Guidance Strategies (Attendance Warning)

(Interventions begin here with site teacher and/or counselor)

- Talk with student
- Contact parent
- Provide incentives for good attendance (e.g., Lewis Caught Being Good)
- Recognize student for good attendance
- Welcome back the student after absence
__Make positive calls home or send notes
__Assign student a classroom responsibility
__Partner with a buddy for bus ride/walk to and from school/classroom/recess, and for support
__Offer Homework Center, Saturday School.
__Hold a parent conference (include nurse or counselor, if appropriate)
__Encourage parent to initiate contacts at school (make sure to provide a name of contact if there are language barriers)
__Monitor attendance weekly (with assistance of attendance clerk and attendance team)
__Referral for tutoring if needed
__Attendance Phone Calls
__Classroom Guidance Lessons on Attendance, Responsibility, or Dealing with Stress
__Assist parents with walking child from car when necessary.
__Consider Tier II Academic Supports (Study Skills, Academic Language Development, Multi-Skills Course, Step Up to Math Support Class.)
__Refer to our Big Brother/Big Sister Partnership.

**Notification of Truancy (Interventions Continue) (3 days of U’s, W’s, Z’s)**
__Counselor Check in and assess student attendance, needs, and develop intervention plan.
__Conference with parent
__Make home visit
__Refer to Student Study Team
__Referral to Saturday school
__Call HHSA/CPS worker (if applicable)
__Referral to site based provider if available on campus (Cornerstone, SDUSD Youth and Transition supports if necessary, SAY SD, or MHRS mental health worker if applicable)
__Referral to community agency as needed
__Referral to after school programs (e.g., Boys and Girls Club, sports programs, YMCA)
__Assign student a responsibility (office helper, mentor teacher)
__Refer to Prime Time program, if appropriate
__Review IEP or 504 plan and implement goals to improve attendance
__Consider Tier II Academic Supports (Study Skills, Academic Language Development, Multi-Skills Course, Step Up to Math Support Class.)
__Consider MTSS behavior supports, and school counseling interventions.

**Second Notification of Truancy (Habitual) (6 FULL DAYS OF U’s, W’s, Z’s)**
__Hold SART or SST meeting with parent and have SART agreement signed
__Include SDSUD police officer in meeting if applicable
__Implement Tier II interventions (classroom/non-classroom based)
__Change classes, if necessary and feasible__  
__Special education/504 assessment if appropriate__  
__Student/parent/nurse conference, if relevant__  
__Discuss any alternative options (e.g., independent study contract, alternative school)__

**Third Notification of Truancy and Referral to SARB (after SART and interventions with no improvement)**

__Continue parent/student contact__  
__The Third Notification of Truancy Letter is to be sent only after all available resources have been exhausted with no improvement and a referral to SARB is being submitted__  
__Refer to SARB__  
__If Special Education, conduct a meeting to address interventions, supports, and placement needs.__  
__Home visit if parent or student are non-compliant to hand deliver final notification.__

**Excessive Illnesses/Nurse Involvement:**

__If there are excessive excused absences for illness, get nurse involved__  
__Show parent how to access homework online.  
__Request parent sign doctor’s release of information form__  
__Referral to alternative program (e.g., home hospital, pregnant minor program)__  
__Nurse to send Dr. Tara’s letter when illnesses become excessive with no known medical diagnosis__

---

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
</table>

---

**Strategy/Activity 2 Incentives**

**Students to be served by this Strategy/Activity**

All Students with Emphasis on ELL and Special Needs Students

**Strategy/Activity - Description**

**School wide Incentives**

Positive Recognition via attendance conferences

Participation in 6, 7th, and 8th grade End of Year Activities. 8th Grade Dance/7th Grade Swim Culmination/6th Grade Field Day

Spotted Being Good Tickets

Poster in cafeteria publicly showing school wide positive behavior supports.
Advisory Mentor opportunities.
Recognition in assemblies/parent newsletters for good attendance
Lunch with a Teacher Mentor, School Counselor, or Administrator

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>N03112S</td>
<td>Supplies</td>
<td></td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>0311-000000-00-4301-2700-0000-01000-0000</td>
<td>Discretionary Alloc</td>
<td></td>
<td>Incentives to promote good attendance including but not limited to certificates, posters, instructional supplies such as customized pens, pencils, etc.</td>
</tr>
</tbody>
</table>

Strategy: Academic Reviews and Parent Conferences

*Students to be served by this Strategy/Activity

All Students with less than satisfactory marks and or citizenship. Focus on Students with Learning Disabilities and EL Students

*Strategy/Activity - Description

All 8th Grade Students and their parents provided Academic Reviews with their counselors. All students grades 6-8 (with emphasis on students with learning disabilities and EL students) will be provided opportunity to attend focused teacher/student/parent conferences two times per year with Special Education staff, counselors supporting General Education teachers. Interpretation provided. All parents of students with a status of unsatisfactory marks provided e-mail with a phone call every 5 weeks notifying them of status with suggestions for support both on and off campus.

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategy Push in/ Pull out resource teacher ELST

*Students to be served by this Strategy/Activity

EL students
**Strategy/Activity - Description**

Part time ELST English Language Resource Teacher will push-in and pull-out to support our EL students acquire the skills necessary to gain access to grade level curriculum.

Title I funds in process of being freed up by moving multiple .2 allocations to the general fund of district's cost center with addition of 2.2 extra staff for increased numbers.

SSC has approved.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# STEAM

## Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

## STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

## Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Lewis leads the way with in Engineering, Coding, Science, Art and Math. This year we built a new additional coding room adjacent to our Lewis/Qualcomm Thinkabit Lab. Both our Engineering and Coding Teachers are correctly certified and work directly with CCTE to receive materials and training that keep our technology and pedagogy current to the working world. Added an additional .2 of music support to our award winning VAPA program. All 6th graders (outside of band and special electives) are enrolled in one semester of Arts and one semester of Engineering/Coding.
School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following areas will be implemented school-wide at Lewis Middle School:

- 1st Time Quality Instruction
  - There needs to be a calibrated understanding school wide and commitment to implementing 1st time quality instruction with fidelity

Use of data to drive instruction and use of instructional strategies to improve student learning daily

Common Assessments, and Lesson Design need to be aligned to Critical Concepts

The transformational leadership practices necessary to actualize this plan include:

- Teacher Teams use of common assessment data and other formative data to create lessons designed to meet students' needs.
- Classroom observations focused on student experiences and student learning as related to critical concepts.
- Monitoring student progress specific to English Learners and Students with Disabilities.

Leadership Considerations:

- Focus on the work of Teacher Teams (Teacher Skill and Will)
  - Teachers engage in professional learning to students not yet demonstrating progress
  - Teachers intervene early and strategically
  - Teacher teams work together to gather/analyze student data, co-plan lessons/tasks in response to data, co-teach, and reflect on their impact

Focus on School wide professional development and discussion focused around common assessments, quality 1st time instruction

Intentional focus on English Learners and Students with learning disabilities

Consistently provide feedback on classroom practices and student learning through multiple strategies

Communicate effectively and positively with community about the work occurring at Lewis Middle School.

Utilize new and more efficient observational feedback tool with fellow vice principals to maximize visits and feedback
APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:
APPENDIX A

BUDGET SUMMARY
**Lewis Budget Summary**

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$ 68,065</td>
</tr>
<tr>
<td>(30100, 30103)</td>
<td></td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI (31820)</td>
<td>$ 0</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800,</td>
<td>$ 193,396</td>
</tr>
<tr>
<td>30100, 30103, 30106, 31820)</td>
<td></td>
</tr>
</tbody>
</table>

**Other Federal, State, and Local Funds**

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

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Supplemental (30106)</td>
<td>$60,000</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$[Enter amount here]</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$[Enter amount here]</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school (30106): $60,000

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Intervention (09800)</td>
<td>$65,331</td>
</tr>
<tr>
<td>[List state or local program here]</td>
<td>$[Enter amount here]</td>
</tr>
<tr>
<td>[List state or local program here]</td>
<td>$[Enter amount here]</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school (09800): $65,331

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $193,396
<table>
<thead>
<tr>
<th>School</th>
<th>Resource Description</th>
<th>Job Code Title</th>
<th>Account</th>
<th>Account Description</th>
<th>FTE</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis Middle</td>
<td>09800 LCFF Intervention Support</td>
<td>Regular Teacher 1107</td>
<td>Classroom Teacher</td>
<td>0.2000</td>
<td>$17,035.40</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regular Teacher 3000</td>
<td>Classroom Teacher</td>
<td>0.1000</td>
<td>$9,013.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Counselor 1210</td>
<td>Counselor</td>
<td>0.1000</td>
<td>$8,229.20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Counselor 3000</td>
<td>Classroom Teacher</td>
<td>0.2000</td>
<td>$4,499.82</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1157</td>
<td>Classroom Teacher Hrly</td>
<td>0.4000</td>
<td>$15,000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1170</td>
<td>Prof&amp;Currclm Dev Hrly/Clsrm Tchr</td>
<td>0.4000</td>
<td>$8,000.00</td>
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<tr>
<td></td>
<td></td>
<td>3000</td>
<td>School Counselor</td>
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<td>$5,964.60</td>
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<tr>
<td></td>
<td></td>
<td>4201</td>
<td>Library Books</td>
<td>0.6000</td>
<td>$2,000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4301</td>
<td>Supplies</td>
<td>1.8000</td>
<td>$1,596.61</td>
<td></td>
</tr>
</tbody>
</table>

09800 LCFF Intervention Support Total

| 30100 Title I Basic Program | Regular Teacher 1107 | Classroom Teacher | 0.2000 | $17,035.40 |
|                            | Regular Teacher 3000 | Classroom Teacher | 0.1000 | $7,563.97  |
|                            | School Counselor 1210 | Counselor       | 0.1000 | $8,229.20  |
|                            | School Counselor 3000 | Classroom Teacher | 0.2000 | $4,499.82  |
|                            | 3000                 | Prof&Currclm Dev Vist Tchr | 0.4000 | $13,000.00 |
|                            | 4301                 | Supplies        | 0.6000 | $8,247.00  |
|                            | 5207                 | Travel Conference | 1.8000 | $1,500.00  |
|                            | 5209                 | Conference Local | 2.0000 | $2,000.00  |

30100 Title I Basic Program Total

| 30103 Title I Parent Involvement | 4304 | Inservice supplies | 1.8000 | $1,127.00  |
| 5920 | Postage Expense       | 2.0000 | $2,000.00  |

30103 Title I Parent Involvement Total

| 30106 Title I Supplmnt Prog Imprvmnt | Regular Teacher 1107 | Classroom Teacher | 0.4000 | $34,070.80 |
|                                    | Regular Teacher 3000 | Classroom Teacher | 0.4000 | $15,127.94 |
|                                    | 4301                 | Supplies        | 1.8000 | $1,801.26  |
|                                    | 5841                 | Software License | 1.8000 | $9,000.00  |

30106 Title I Supplmnt Prog Imprvmnt Total

Grand Total

|                      | 0.4000 | $60,000.00 |

Grand Total

|                      | 1.0000 | $193,395.99 |
APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY
In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Lewis Middle School has developed a written Title I parent and family engagement policy with input from Title I parents.

- School Site Council members will review and give input to Title I parent & family engagement policy
- A Title I parent meeting will be held in the fall to review and give parents an opportunity to give input to Title I parent & family engagement policy (in both English and Spanish)
- ELAC

Lewis has distributed the policy to parents of Title I students.

- The policy is presented and distributed at Back to School Night in the fall.
- The policy is posted on the school website.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- A Title 1 parent meeting will be held in the fall to provide, review giving parents an opportunity to give input to Title 1 parent & family engagement policy (in both English and Spanish)
- In the fall, an email with a copy of our Title 1 parent & family engagement policy will be sent to all families (in both English and Spanish)
- The Title 1 parent & family engagement policy will be posted on the school website (in both English and Spanish)

To involve parents in the Title I, Part A programs, the following practices have been established:

- Lewis offers a flexible number of meetings.
- Lewis involves parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.
- Lewis provides parents of participating students with timely information about Title I programs.
• Lewis provides parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.

• Lewis provides parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

• Parent Tech Night
• Internet Safety Night for Parents
• Honor Roll Assemblies
• Character Assemblies

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

• Lewis Middle School provides a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:

• An annual meeting is convened in September, 2019 at 5:30 pm to inform parents of participating students of the requirements of Title I and their right to be involved. (in both English and Spanish)

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

• **Morning Meetings**
  ✓ Learning Contract conferences (on-going)
  ✓ Daily Volunteer Opportunities for certified Parent Volunteers
  ✓ One per Semester Awards Assemblies
  ✓ Individual classroom activities as planned by individual classes/teachers
  ✓ Ongoing availability to meet with counselors
  ✓ ELAC meetings
  ✓ Coffee with counselors

• **Evening meetings**
  ✓ Annual Title 1 meeting held during Back To School Night in September, 2019
  ✓ Winter Parent/Teacher Conferences planned for November
  ✓ Spring Parent/Teacher Conferences are planned for February
  ✓ Spring Open House planned for March, 2019
  ✓ Learning Contract conferences (on-going)
  ✓ Parents have access to teachers upon request
  ✓ Monthly SSC, SGT and ELAC meetings

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

✓ SSC
✓ SGT
✓ Parent Foundation
The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c][4][A]). How does the school provide the information?

- School Messenger, phone/email, English/Spanish
- Peachjar
- School Website
- U.S. Postal Service
- Bilingual Staff
- Progress Reports
- D/F Parent Notification of At-Risk Students
- Teacher Communication with Parents
APPENDIX C

SCHOOL PARENT COMPACT
LEWIS MIDDLE SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2019-2020.

Lewis Middle School distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school’s responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences, two times annually, during which the Compact shall be discussed as it relates to the individual child’s achievement (ESSA Section 1116[d][2][A]).
- Frequent reports to parents and family members on their children’s progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Back To School Night occurs in September, 2019
- November Parent/Teacher Conferences
- February Parent/Teacher Conferences
- Quarterly Progress Report issued four times per year
- Semester Report Card issued two times per year
- Homework Centers after school
- PrimeTime Tutoring after school
- Parent Notification of child’s CELDT/ELPAC score (Fall, 2019)
The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?
• Professional Development staff meetings on Community Outreach and Social Emotional Health
• School Site Council Meetings

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

• School Site Council
• Parent Foundation
• ELAC
• Character Assemblies two times per year
• Honor Roll Assemblies two times per year
• ELL Reclassification Ceremony
• Community partnerships such as USS Midway, Raytheon, Qualcomm, Kiwanis
• IEP/SST/504 meetings

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

• Ongoing flyers, phone calls and emails sent home in both English and Spanish
• Marquee displaying upcoming events
• Weekly Bulletin
• IEP/SST/504 meetings

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

• School Site Council and Survey
• Title One meeting
• ELAC
• Parent Foundation

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

• Ongoing flyers, phone calls and emails sent home in both English and Spanish
• Bilingual staff
• Quarterly Standards Based Report Card Report in both English and Spanish
• ELAC
This Compact was adopted by the Lewis Middle School Sept. 16, 2019 and will be in effect for the period of 2019-2020 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: December 2019
APPENDIX D

DATA REPORTS

Data Reports:  [www.sandi.net/my-school](http://www.sandi.net/my-school): ELA/Math Multi-year Demographic Summary, CHKS, and CSPS. Reclassification data results can be found at: [https://www.sandi.net/staff/language-acquisition/reclassification-goal](https://www.sandi.net/staff/language-acquisition/reclassification-goal)

Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.
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<th>Student Group</th>
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## 2015-2019 California Smarter Balanced Summative Test Results
### Percentage of Students Meeting or Exceeding Standard by Grade Level

**Lewis**

**All Grades Combined**

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### Notes

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students reclassified during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.
2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level

Lewis
Grade 6

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</tbody>
</table>

*In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
†All students reclassified during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
**Beginning in 2019, Indochinese is included in the Asian ethnic group.
### 2015-2019 California Smarter Balanced Summative Test Results

#### Percentage of Students Meeting or Exceeding Standard by Grade Level

#### Lewis

#### Grade 7

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<th>Mathematics</th>
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* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
† All students reclassified during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
** Beginning in 2019, Indochinese is included in the Asian ethnic group.
### 2015-2019 California Smarter Balanced Summative Test Results

#### Percentage of Students Meeting or Exceeding Standard by Grade Level

**Lewis**  
**Grade 8**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>English Language Arts</th>
<th>Chg From</th>
<th>Mathematics</th>
<th>Chg From</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Female</td>
<td>162</td>
<td>66.7</td>
<td>160</td>
<td>75.6</td>
</tr>
<tr>
<td>Male</td>
<td>177</td>
<td>39.0</td>
<td>162</td>
<td>56.8</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>25</td>
<td>40.0</td>
<td>25</td>
<td>36.0</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>11</td>
<td>100.0</td>
<td>11</td>
<td>90.9</td>
</tr>
<tr>
<td><strong>Filipino</strong></td>
<td>3</td>
<td>-</td>
<td>4</td>
<td>70.6</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>104</td>
<td>29.8</td>
<td>111</td>
<td>60.4</td>
</tr>
<tr>
<td><strong>Indo Chinese</strong></td>
<td>54</td>
<td>70.4</td>
<td>40</td>
<td>77.5</td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td>0</td>
<td>-</td>
<td>3</td>
<td>64.7</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td>1</td>
<td>-</td>
<td>0</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>109</td>
<td>61.5</td>
<td>99</td>
<td>69.7</td>
</tr>
<tr>
<td><strong>Multiracial</strong></td>
<td>32</td>
<td>59.4</td>
<td>29</td>
<td>75.9</td>
</tr>
<tr>
<td><strong>English Learner</strong></td>
<td>15</td>
<td>0.0</td>
<td>9</td>
<td>8.0</td>
</tr>
<tr>
<td><strong>English-Speaking</strong></td>
<td>324</td>
<td>54.6</td>
<td>313</td>
<td>68.1</td>
</tr>
<tr>
<td><strong>Econ. Disadv.</strong></td>
<td>174</td>
<td>42.0</td>
<td>158</td>
<td>58.9</td>
</tr>
<tr>
<td><strong>Non-Econ. Disadv.</strong></td>
<td>165</td>
<td>63.0</td>
<td>164</td>
<td>73.2</td>
</tr>
<tr>
<td><strong>Gifted</strong></td>
<td>144</td>
<td>72.2</td>
<td>138</td>
<td>79.7</td>
</tr>
<tr>
<td><strong>Not Gifted</strong></td>
<td>195</td>
<td>37.4</td>
<td>184</td>
<td>56.0</td>
</tr>
<tr>
<td><strong>With Disabilities</strong></td>
<td>25</td>
<td>4.0</td>
<td>17</td>
<td>29.4</td>
</tr>
<tr>
<td><strong>WO Disabilities</strong></td>
<td>314</td>
<td>56.1</td>
<td>305</td>
<td>68.2</td>
</tr>
<tr>
<td><strong>Homeless</strong></td>
<td>7</td>
<td>-</td>
<td>3</td>
<td>64.7</td>
</tr>
<tr>
<td><strong>Foster</strong></td>
<td>0</td>
<td>-</td>
<td>0</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Military</strong></td>
<td>8</td>
<td>-</td>
<td>10</td>
<td>70.0</td>
</tr>
</tbody>
</table>

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students reclassified during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indo Chinese is included in the Asian ethnic group.
APPENDIX E

2019-20 SPSA ASSESSMENT AND EVALUATION
**APPENDIX E**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

<table>
<thead>
<tr>
<th>School Name: Lewis Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TYPE OR PRINT</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Analysis Of Scores Focus Area</strong></th>
<th><strong>Notes/Action/Decisions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximizing Instructional Time</strong></td>
<td>2018-19 school calendar next maximizes instructional minutes per class while ensuring sufficient teacher planning and assessment of student data. Advisory class used to provide extra time/support for math and literacy. Additional specialized advisory for students in need of instructional support and for advanced student activities (ELL, study skills).</td>
</tr>
<tr>
<td><strong>Closing the Achievement Gap</strong></td>
<td>Special Education and African American Students are in most need for academic and social improvement. PLC structure will continue to focus on lower and higher end students in all phases of planning and data assessment.</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Teacher driven PLC 2 to 3 times per month in calendar to allow true PLC process. Professional development will focus on areas of academic needs in addition to ongoing equity support from district to site level. School will implement.</td>
</tr>
<tr>
<td><strong>Graduation/Promotion</strong></td>
<td>Goal of 85 percent or higher for passing grades for all 8th graders. Counseling and guidance working with admin and teachers to identify and support students in most need.</td>
</tr>
<tr>
<td><strong>Parent Engagement</strong></td>
<td>Foundation, SSC and SGT are all at acceptable rate. Our English Language Learner parent turnout is still too low. We will continue to combine our resources to pool all feeder schools from Patrick Henry High School into one time at one place to increase participation. All meetings will be sent via email, flyers and phone and translation is provided.</td>
</tr>
</tbody>
</table>