

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

DUE: October 4, 2019

PHONE: ~~619-553-3233~~

FAX: ~~619-224-1338~~

E-MAIL ADDRESS: bcallahan@sandi.net

619-510-4300

619-510-4320

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:

- | | |
|--|--|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>10/14/19.</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

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: 10/30/19

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were

Brad Callahan
Name of Principal

signed in San Diego, California, on the date(s) indicated.

[Signature]
Signature of School Principal, Date

Cerry Widmer
Name of SSC ☒ Chairperson

[Signature]
Signature of SSC Chairperson, Date

Name of SSC Co-Chairperson

Signature of SSC Chairperson, Date

In process. Unable to recruit.
Name of SSC ELAC Chairperson

Signature of ELAC Chairperson, Date

Monika Hazel
Name of Area Superintendent

[Signature] 10/24/19
Signature of Area Superintendent, Date
(See electronic signature)

Submit Document With Original Signatures To:

Revised 10/28/19
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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lynette Ehle	Parent
Brandi Friend	Parent
Cherylynne Brown	Classroom Teacher
Tina Gerstler	Non-classroom
Janet Gavaldon	Parent
Jacob Grillot	Parent
Lynda Field	Classroom Teacher
Steven Santana	Classroom Teacher
Brad Callahan	Principal
Gerry Widmer	Parent chair

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

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

*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)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	6-8	Students with Disabilities	improve School Climate	Data not available through CHKS	Data not available	CAL-SCHLS (CHKS)	Annual
June 2020	6-8	English Learner	Improve School Climate	Data not available through CHKS	Data not available	CAL-SCHLS (CHKS)	Annual

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June 2020	6-8	Students with Disabilities	Improve School Connectedness	Data not available through CHKS	Data not available	CAL-SCHLS (CHKS)	Annual
June 2020	6-8	English Learner	Improve School connectedness	Data not available through CHKS	Data not available	CAL-SCHLS (CHKS)	Annual
June 2020	6-8	Students with Disabilities	decrease suspensions	9%	5%	Suspension	Annual

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.

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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

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

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
F031120	Regular Teacher - NEW POSN, SBB2512798	0.20000	\$17,035.40	\$20,940.77	0311-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support		Music Teacher assignment

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
F03112P	School Counselor - NEW POSN, SBB2511760	0.10000	\$8,229.20	\$12,729.02	0311-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support		Counselor to support all students with emphasis on students with disabilities.
F03112Q	School Counselor - NEW POSN, SBB2511760	0.10000	\$8,229.20	\$12,729.02	0311-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Counselor to support all students with emphasis on students with disabilities.

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/1OhbY4P9a9mr19srCHHW-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:

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https://drive.google.com/file/d/1aKuVB8lZ_W05bZGOornmC2YSyI9EU_Dt/view?usp=sharing

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/ihfGbA6DKTWqoQ2E9>

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

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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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	6-8	Increase percent proficient	65	70	CAASPP ELA	Annually

*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)

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

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

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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>

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
N03118H	Supplies		\$36,324.48	\$36,324.48	0311-00000-00-4301-1000-1110-01000-0000	Discretionary Alloc		supplies related to support student work and student achievement
N031111	Prof&Curriclm Dev Vist Tchr		\$13,000.00	\$15,862.60	0311-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Substitutes to cover teachers during curriculum development in line with lit goals and student achievement.
N031147	Conference Local		\$2,000.00	\$2,000.00	0311-30100-00-5209-2130-1110-01000-0000	Title I Basic Program		attending conferences that support literacy in different subjects

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/1FptihaRd5grivZv3mIvWKYUqd3oT-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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
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N0311A9	Supplies		\$8,247.00	\$8,247.00	0311-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Student support supplies to assist in increasing reading through the instructional protocol: Guided Reading.
N0311B9	Library Books		\$2,000.00	\$2,000.00	0311-09800-00-4201-1000-1110-01000-0000	LCFF Intervention Support		To purchase books for the library that will have high level engagement and covering all reading levels

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
N0311B8	Prof&Curriclm DevHrlyClstrmTchr		\$8,000.00	\$9,761.60	0311-09800-00-1170-2130-1110-01000-0000	LCFF Intervention Support		Professional development on evidence based instructional routines that will integrate the development of English acquisition

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
N0311B6	Software License		\$9,000.00	\$9,000.00	0311-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Software license fee for one year

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.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Classroom Teacher Hrly				0311-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N031120	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.

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.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

*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.

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	6-8	Increased proficiency	64	70	CAASPP Math	annual

*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)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	6-8	Students with Disabilities	Increase Proficiency	14	25	CAASPP Math	annual
June 2020	6-8	English Learner	Increase Proficiency	18	38	CAASPP Math	annual
June 2020	6-8	Socioeconomically Disadvantaged	Increase Proficiency	50.7	60	CAASPP Math	annual
June 2020	6-8	Black or African American	Increase Proficiency	37.7	47	CAASPP Math	annual
June 2020	6-8	Hispanic or Latino	Increase Proficiency	50.6	60	CAASPP Math	annual

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.

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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								
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
F03112R	Regular Teacher -	1.00000	\$85,177.00	\$122,996.83	0311-00010-00-1107-1000-1110-01000-0000	Position Allocation		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.
N0311B7	Supplies		\$1,801.26	\$1,801.26	0311-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		paper, writing materials, calculators
	Regular Teacher -				0311-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	Goal 4- English Learners Ref Id : F03112N	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.
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 <u>Math</u> , 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								
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Software License				0311-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	Goal 2 - English Language Arts Ref Id : N0311B6	Software to support math in context.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Classroom Teacher Hrly				0311-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N031120	certificated teachers paid hourly for homework support

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
N0311G	Travel Conference		\$1,500.00	\$1,500.00	0311-30100-00-5207-1000-1110-01000-0000	Title I Basic Program		Conference Fees- teacher training for math lesson enhancement.

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.

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	6-8	English Learner	Increase Proficiency	10	30	CAASPP ELA	Annually
June 2020	6-8	English Learner	Increase Proficiency	18	38	CAASPP Math	Annually

*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.

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)								
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2020	6-8	English Learner	95% of EL recommended for reclassification will be reclassified	85%	95%	Summative ELPAC	annually	
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								
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Supplies				0311-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Goal 2 - English Language Arts Ref Id : N0311A9	Supplies to support targeted instruction for ELD
*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.								

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
F03112L	Regular Teacher	0.20000	\$17,035.40	\$24,599.37	0311-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		designated ALD 6th Gr course
F03112M	Regular Teacher	0.20000	\$17,035.40	\$24,599.37	0311-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		designated ALD gr. 7/9
F03112N	Regular Teacher	0.20000	\$17,035.40	\$24,599.37	0311-30100-00-1107-1000-1110-01000-0000	Title I Basic Program		Step up to Math Gr. 8 Preview with Review of curriculum in small group setting.

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**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

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**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	6-8	Increase Proficiency in ELA CAASPP	23.8	30	Other (Describe in Objective)	Annually
June 2020	6-8	Increase Proficiency in Math CAASPP	14	25	Other (Describe in Objective)	Annually

*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

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	6-8	Students with Disabilities	decrease chronic absenteeism	22.9	9	Other (Describe in Objective)	monthly
June 2020	6-8	Students with Disabilities	decrease suspensions	9.3	7	Other (Describe in Objective)	monthly
June 2020	6-8	Students with Disabilities	meet all IEP goals	N/A	100	Progress Reports on IEP Goals	at the 9 week grades

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.

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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.

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

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**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

*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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Supplies				0311-00000-00-4301-1000-1110-01000-0000	Discretionary Alloc	Goal 2 - English Language Arts Ref Id : N03118H	To support monitoring program of students with disabilities.

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					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	All parents agree school allows input and welcomes parents' contributions	83% Agree/Strongly Agree	85% Agree/Strongly Agree	CAL - SCHLS (CSPS)
June 2020	Other (Describe in Objective)	All parents agree school allows input and welcomes parents' agree school encourages them to be active partners with school educating child	88% Agree/Strongly Agree	92% Agree/Strongly Agree	CAL - SCHLS (CSPS)
June 2020	Other (Describe in Objective)	All parents agree school allows input and welcomes parents' agree school actively seeks the input of parents before making important decisions	58% Agree/Strongly Agree (21% didn't know)	70% Agree/Strongly Agree	CAL - SCHLS (CSPS)
*Identified Need					
<p>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.</p> <p>This year we have not been able to identify a chair of ELAC to even designate the authority in decision making to SSC.</p>					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
November 2019	ELAC	Identify at least 5 parents to serve on ELAC	0%	100 %	Committee Attendance
November 2019	ELAC	Recruit at least, one parent to serve on ELAC as chair to at least designate authority of decision making to SSC	0%	100 %	Committee Attendance

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

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

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.

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Postage Expense				0311-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	Goal 6 - Family Engagement Ref Id : N03118P	hand mailing of progress reports and attendance related issues

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

<p>Ongoing Preliminary 8th grade marks</p> <p>June Update Decision to Promote/Retain</p> <p>June Final-8th grade marks reported</p> <p>June Decision to Promote/Retain Conferences</p> <p>June 4-June 15 Summer School Notification</p> <p>SPED ONLY At Risk for 2018-2019 Developed</p> <p>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)</p> <p>June U.S. Mailing</p>
<p>*Major Differences</p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p> <p>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.</p>

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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

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

*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.

2017-2018	Total # of Students	Students with Passing Grades	% of Student that Passed	# of Students with D & F	% of Students with D & F
All 8th Grade Students in English	387	313	81%	74	19%
All 8th Grade Students in Math	387	321	83%	66	17%
8th Grade Students with Learning Disabilities in English	27	18	67%	9	33%
8th Grade Students with Learning Disabilities in Math	27	23	85%	4	15%
8th Grade EL Students in English	9	4	44%	5	56%
8th Grade EL Students in Math	9	5	56%	4	44%

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

2018-2019	Total # of Students	Students with Passing Grades	% of Student that Passed	# of Students with D & F	% of Students with D & F
All 8th Grade Students in English	361	277	77%	84	23%
All 8th Grade Students in Math	361	298	83%	63	17%
8th Grade Students with Learning Disabilities in English	32	16	50%	16	50%
8th Grade Students with Learning Disabilities in Math	32	22	69%	10	31%
8th Grade EL Students in English	6	3	50%	3	50%
8th Grade EL Students in Math	6	3	50%	3	50%

*Annual Measurable Outcomes (Closing the Equity Gap)

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

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

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- ☐ 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)

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- ☐ 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**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

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.

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
N03112S	Supplies		\$3,000.00	\$3,000.00	0311-00000-00-4301-2700-0000-01000-0000	Discretionary Alloc		Incentives to promote good attendance including but not limited to certificates, posters, instructional supplies such as customized pens, pencils, etc.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

Strategy Push in/ Pull out resource teacher ELST

*Students to be served by this Strategy/Activity

EL students

Lewis Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

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

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 68,065

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 193,396

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.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$60,000
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

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.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$65,331
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

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

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Lewis Middle	09800 LCFF Intervention Support	Regular Teacher	1107	Classroom Teacher	0.2000	\$ 17,035.40
		Regular Teacher	3000			\$ 3,905.37
		School Counselor	1210	Counselor	0.1000	\$ 8,229.20
		School Counselor	3000			\$ 4,499.82
			1157	Classroom Teacher Hrly		\$ 15,000.00
			1170	Prof&Curriclm DevHrlyClsrmTchr		\$ 8,000.00
			3000			\$ 5,064.60
			4201	Library Books		\$ 2,000.00
			4301	Supplies		\$ 1,596.61
	09800 LCFF Intervention Support Total				0.3000	\$ 65,331.00
	30100 Title I Basic Program	Regular Teacher	1107	Classroom Teacher	0.2000	\$ 17,035.40
		Regular Teacher	3000			\$ 7,563.97
		School Counselor	1210	Counselor	0.1000	\$ 8,229.20
		School Counselor	3000			\$ 4,499.82
			1192	Prof&Curriclm Dev Vist Tchr		\$ 13,000.00
			3000			\$ 2,862.60
			4301	Supplies		\$ 8,247.00
			5207	Travel Conference		\$ 1,500.00
			5209	Conference Local		\$ 2,000.00
	30100 Title I Basic Program Total				0.3000	\$ 64,937.99
	30103 Title I Parent Involvement		4304	Inservice supplies		\$ 1,127.00
			5920	Postage Expense		\$ 2,000.00
	30103 Title I Parent Involvement Total					\$ 3,127.00
	30106 Title I Supplmnt Prog Imprvmnt	Regular Teacher	1107	Classroom Teacher	0.4000	\$ 34,070.80
		Regular Teacher	3000			\$ 15,127.94
			4301	Supplies		\$ 1,801.26
			5841	Software License		\$ 9,000.00
	30106 Title I Supplmnt Prog Imprvmnt Total				0.4000	\$ 60,000.00
Grand Total					1.0000	\$ 193,395.99

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Financial Planning, Monitoring and Accountability Department

Lewis Middle School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2019-20

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 1 parent & family engagement policy**
- **A Title 1 parent meeting will be held in the fall to review and give parents an opportunity to give input to Title 1 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**

- ✓ **ELAC**
- ✓ **Parent Conferences**
- ✓ **At-Risk Notification Letter Sent to Parents/Guardians Every Six Weeks with Suggested Supports**
- ✓ **Receipt Verification of Progress/Semester Report Card**

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**

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APPENDIX C**SCHOOL PARENT COMPACT**



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

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)**

- **Learning Contract conferences (on-going)**
- **Parents have access to teachers upon request**
- **Teachers share contact information via syllabi and Parent Portal**
- **Daily communication between teachers and parents available**
- **Daily Volunteer Opportunities for certified Parent Volunteers**
- **Character Awards Assemblies two times per year**
- **Honor Roll Awards Assemblies two times per year**
- **Individual classroom activities as planned by individual classes/teachers**
- **Family education nights**
- **IEP/SST/504 meetings**
- **Quarterly Progress Report issued two times per year**
- **Semester Report Card issued two times per year**

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?

- **Back To School Night**
- **Parent Teacher Conferences in November and February**
- **Quarterly Progress Report issued two times per year**
- **Semester Report Card issued two times per year**
- **Parent Notification of child's CELDT/ELPAC score (Fall, 2018)**
- **Learning Contract conferences (on-going)**
- **Semester Honor Roll Awards Assemblies**
- **Semester Character Awards Assemblies**
- **IEP/SST/504 meetings**
- **Parent Assemblies to assist in understanding/using Parent Portal to monitor grades, attendance and health.**

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **Learning Contract conferences (on-going)**
- **ELAC meetings**
- **School Site Council Meetings**
- **IEP/SST/504 meetings**
- **Parent Assemblies to assist in understanding/using Parent Portal to monitor grades, attendance and health.**

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: 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>

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.

LEWIS MIDDLE
Student Group Report 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Yellow	None	None	Green	Green
English Learners	Orange	Orange	None	None	Orange	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Orange	None	None	Orange	Yellow
Students with Disabilities	Red	Orange	None	None	Orange	Orange
African American	Orange	Green	None	None	Yellow	Yellow
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Blue	Orange	None	None	Green	Blue
Filipino	None	None	None	None	None	None
Hispanic	Red	Green	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Red	Yellow	None	None	Green	Blue
Two or More Races	Orange	Green	None	None	Green	Blue



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lewis
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	1008	58.1	1087	64.6	1101	61.9	1074	60.4	1039	65.5	7.4	5.1	1008	54.2	1078	55.9	1089	56.3	1073	58.3	1037	63.8	9.6	5.5
Female	473	67.4	533	71.3	534	65.5	520	65.0	508	70.5	3.1	5.5	473	59.4	529	56.5	532	54.7	522	56.9	508	61.4	2.0	4.5
Male	535	49.9	554	58.1	567	58.4	554	56.1	531	60.8	10.9	4.7	535	49.5	549	55.4	557	57.8	551	59.7	529	66.2	16.7	6.5
African American	78	29.5	72	36.1	61	39.3	57	47.4	69	42.0	12.5	-5.4	76	23.7	72	22.2	61	31.1	57	36.8	69	37.7	14.0	0.9
Asian**	36	83.3	32	84.4	32	71.9	31	80.6	186	72.0	-	-	36	83.3	33	78.8	31	67.7	31	77.4	187	78.6	-	-
Filipino	11	54.5	17	70.6	18	77.8	19	84.2	20	70.0	15.5	-14.2	11	63.6	17	52.9	18	77.8	19	78.9	20	65.0	1.4	-13.9
Hispanic	312	42.6	346	55.8	348	51.7	354	46.0	334	55.7	13.1	9.7	315	36.8	341	40.2	343	41.1	355	40.8	334	50.6	13.8	9.8
Indochinese**	137	75.2	149	72.5	161	67.7	155	69.7	-	-	-	-	138	74.6	149	73.8	162	75.9	155	72.9	-	-	-	-
Native American	3	-	5	64.7	3	-	3	-	1	-	-	-	3	-	5	-	3	-	3	-	1	-	-	-
Pacific Islander	4	-	7	6.3	9	-	2	-	2	-	-	-	4	-	6	-	9	-	2	-	2	-	-	-
White	336	68.5	359	73.5	368	71.7	342	69.3	352	75.3	6.8	6.0	334	64.4	356	66.3	361	65.1	341	68.9	349	73.9	9.5	5.0
Multiracial	91	64.8	100	69.0	101	62.4	111	63.1	75	69.3	4.5	6.2	91	60.4	99	67.7	101	56.4	110	62.7	75	64.0	3.6	1.3
English Learner	58	1.7	60	5.0	25	4.0	39	7.7	30	10.0	8.3	2.3	62	9.7	62	12.9	28	7.1	42	14.3	33	18.2	8.5	3.9
English-Speaking	950	61.6	1027	68.1	1076	63.2	1035	62.4	1009	67.2	5.6	4.8	946	57.1	1016	58.6	1061	57.6	1031	60.1	1004	65.3	8.2	5.2
Reclassified†	293	57.3	307	67.4	329	58.1	299	55.9	273	61.5	4.2	5.6	293	55.6	307	57.0	325	57.2	298	53.4	272	64.3	8.7	10.9
Initially Eng. Speaking	657	63.5	720	68.3	747	65.5	736	65.1	736	69.3	5.8	4.2	653	57.7	709	59.2	736	57.7	733	62.9	732	65.7	8.0	2.8
Econ. Disadv.*	489	44.8	537	53.3	514	51.2	487	47.0	476	51.9	7.1	4.9	488	41.8	532	44.5	507	45.4	486	40.5	475	50.7	8.9	10.2
Non-Econ. Disadv.	519	70.7	550	75.6	587	71.2	587	71.6	563	77.1	6.4	5.5	520	65.8	546	67.0	582	65.8	587	73.1	562	74.9	9.1	1.8
Gifted	475	74.7	507	79.9	523	80.3	486	80.2	453	85.9	11.2	5.7	472	76.5	505	75.2	515	77.5	486	81.3	449	84.4	7.9	3.1
Not Gifted	533	43.3	580	51.2	578	45.2	588	44.0	586	49.8	6.5	5.8	536	34.5	573	38.9	574	37.3	587	39.4	588	48.1	13.6	8.7
With Disabilities	70	11.4	73	15.1	88	11.4	94	16.0	101	23.8	12.4	7.8	70	14.3	72	11.1	87	10.3	92	17.4	100	14.0	-0.3	-3.4
WO Disabilities	938	61.6	1014	68.1	1013	66.2	980	64.7	938	70.0	8.4	5.3	938	57.1	1006	59.1	1002	60.3	981	62.2	937	69.2	12.1	7.0
Homeless	15	33.3	6	64.7	8	-	7	-	19	52.6	19.3	-	16	31.3	6	-	8	-	7	-	19	42.1	10.8	-
Foster	2	-	0	50.0	0	-	2	-	0	-	-	-	2	-	1	-	0	-	0	-	2	-	-	-
Military	30	73.3	37	73.0	37	70.3	36	58.3	40	72.5	-0.8	14.2	30	66.7	37	59.5	37	59.5	37	59.5	40	67.5	0.8	8.0

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

† All students redesignated 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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	357	61.1	394	63.2	345	63.5	339	57.5	345	67.8	6.7	10.3	357	54.6	393	58.3	341	61.0	338	59.8	345	67.0	12.4	7.2
Female	157	66.9	202	69.8	162	67.9	158	60.1	178	71.3	4.4	11.2	157	58.6	201	56.7	161	60.9	158	60.8	178	66.9	8.3	6.1
Male	200	56.5	192	56.3	183	59.6	181	55.2	167	64.1	7.6	8.9	200	51.5	192	59.9	180	61.1	180	58.9	167	67.1	15.6	8.2
African American	25	28.0	19	42.1	17	52.9	17	41.2	29	44.8	16.8	3.6	24	16.7	19	26.3	17	52.9	17	35.3	29	34.5	17.8	-0.8
Asian**	11	81.8	10	80.0	10	60.0	9	-	60	68.3	-	-	11	81.8	10	80.0	10	50.0	9	-	60	78.3	-	-
Filipino	4	-	9	70.6	5	-	7	-	4	-	-	-	4	-	9	-	5	-	7	-	4	-	-	-
Hispanic	104	46.2	124	50.8	117	54.7	118	39.0	109	60.6	14.4	21.6	105	36.2	123	41.5	115	47.8	117	39.3	110	54.5	18.3	15.2
Indochinese**	45	82.2	57	61.4	54	63.0	42	64.3	-	-	-	-	46	78.3	57	68.4	54	77.8	42	69.0	-	-	-	-
Native American	0	-	1	64.7	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Pacific Islander	3	-	3	6.3	1	-	0	-	1	-	-	-	3	-	2	-	1	-	0	-	1	-	-	-
White	138	69.6	126	75.4	110	71.8	105	69.5	121	81.8	12.2	12.3	137	65.7	127	70.9	108	68.5	106	73.6	120	81.7	16.0	8.1
Multiracial	27	66.7	45	73.3	31	71.0	41	70.7	20	60.0	-6.7	-10.7	27	55.6	45	68.9	31	58.1	40	75.0	20	65.0	9.4	-10.0
English Learner	26	3.8	26	3.8	13	0.0	18	16.7	16	6.3	2.5	-10.4	28	10.7	26	11.5	13	7.7	18	22.2	17	11.8	1.1	-10.4
English-Speaking	331	65.6	368	67.4	332	66.0	321	59.8	329	70.8	5.2	11.0	329	58.4	367	61.6	328	63.1	320	61.9	328	69.8	11.4	7.9
Reclassified†	83	63.9	110	62.7	96	58.3	68	45.6	93	65.6	1.7	20.0	83	55.4	110	58.2	94	66.0	68	50.0	93	68.8	13.4	18.8
Initially Eng. Speaking	248	66.1	258	69.4	236	69.1	253	63.6	236	72.9	6.8	9.3	246	59.3	257	63.0	234	62.0	252	65.1	235	70.2	10.9	5.1
Econ. Disadv.*	162	44.4	199	51.3	164	50.6	153	35.9	170	55.3	10.9	19.4	161	41.0	197	46.2	161	46.0	153	36.6	170	53.5	12.5	16.9
Non-Econ. Disadv.	195	74.9	195	75.4	181	75.1	186	75.3	175	80.0	5.1	4.7	196	65.8	196	70.4	180	74.4	185	78.9	175	80.0	14.2	1.1
Gifted	194	74.7	176	80.7	168	83.9	151	80.1	139	91.4	16.7	11.3	192	74.5	177	79.1	166	81.9	151	84.8	138	88.4	13.9	3.6
Not Gifted	163	44.8	218	49.1	177	44.1	188	39.4	206	51.9	7.1	12.5	165	31.5	216	41.2	175	41.1	187	39.6	207	52.7	21.2	13.1
With Disabilities	28	7.1	27	7.4	35	20.0	33	15.2	32	25.0	17.9	9.8	28	3.6	27	14.8	35	11.4	33	15.2	32	18.8	15.2	3.6
WO Disabilities	329	65.7	367	67.3	310	68.4	306	62.1	313	72.2	6.5	10.1	329	59.0	366	61.5	306	66.7	305	64.6	313	71.9	12.9	7.3
Homeless	3	-	3	64.7	4	-	7	-	6	-	-	-	3	-	3	-	4	-	7	-	6	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	12	66.7	17	70.6	13	69.2	8	-	15	80.0	13.3	-	12	75.0	17	52.9	13	61.5	9	-	15	80.0	5.0	-

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2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lewis
Grade 7

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	312	61.2	371	64.7	397	61.2	353	58.4	343	62.4	1.2	4.0	311	58.8	367	55.0	395	56.7	353	55.5	341	62.5	3.7	7.0
Female	154	68.8	171	69.0	203	62.1	166	66.3	165	64.8	-4.0	-1.5	153	64.7	169	54.4	204	52.9	167	53.3	163	58.3	-6.4	5.0
Male	158	53.8	200	61.0	194	60.3	187	51.3	178	60.1	6.3	8.8	158	53.2	198	55.6	191	60.7	186	57.5	178	66.3	13.1	8.8
African American	28	21.4	28	32.1	21	42.9	19	47.4	19	36.8	15.4	-10.6	28	28.6	28	14.3	21	28.6	19	26.3	19	42.1	13.5	15.8
Asian**	14	71.4	11	81.8	11	81.8	11	72.7	55	76.4	-	-	14	71.4	12	75.0	11	72.7	11	54.5	56	78.6	-	-
Filipino	4	-	4	70.6	9	-	4	-	10	70.0	-	-	4	-	4	-	9	-	4	-	10	70.0	-	-
Hispanic	104	51.9	111	56.8	122	50.8	121	47.9	111	46.8	-5.1	-1.1	104	47.1	109	33.9	121	40.5	122	44.3	110	47.3	0.2	3.0
Indochinese**	38	73.7	52	80.8	56	60.7	56	69.6	-	-	-	-	38	73.7	52	80.8	56	71.4	56	73.2	-	-	-	-
Native American	3	-	1	64.7	2	-	0	-	0	-	-	-	3	-	1	-	2	-	0	-	0	-	-	-
Pacific Islander	0	-	4	6.3	2	-	1	-	0	-	-	-	0	-	4	-	2	-	1	-	0	-	-	-
White	89	75.3	134	74.6	130	74.6	112	62.5	118	72.0	-3.3	9.5	88	69.3	131	68.7	129	69.8	111	63.1	116	69.8	0.5	6.7
Multiracial	32	68.8	26	53.8	44	54.5	29	58.6	30	70.0	1.2	11.4	32	68.8	26	65.4	44	50.0	29	51.7	30	70.0	1.2	18.3
English Learner	17	0.0	25	8.0	9	-	12	0.0	9	-	-	-	17	5.9	27	14.8	11	9.1	14	7.1	10	20.0	14.1	12.9
English-Speaking	295	64.7	346	68.8	388	62.4	341	60.4	334	63.8	-0.9	3.4	294	61.9	340	58.2	384	58.1	339	57.5	331	63.7	1.8	6.2
Reclassified†	92	60.9	97	70.1	121	59.5	108	57.4	74	56.8	-4.1	-0.6	92	62.0	97	52.6	119	56.3	107	53.3	74	62.2	0.2	8.9
Initially Eng. Speaking	203	66.5	249	68.3	267	63.7	233	61.8	260	65.8	-0.7	4.0	202	61.9	243	60.5	265	58.9	232	59.5	257	64.2	2.3	4.7
Econ. Disadv.*	153	48.4	180	50.6	181	50.8	162	48.1	138	44.2	-4.2	-3.9	153	46.4	179	39.7	180	46.1	161	42.2	137	46.0	-0.4	3.8
Non-Econ. Disadv.	159	73.6	191	78.0	216	69.9	191	67.0	205	74.6	1.0	7.6	158	70.9	188	69.7	215	65.6	192	66.7	204	73.5	2.6	6.8
Gifted	137	77.4	193	79.3	175	79.4	171	78.4	148	85.1	7.7	6.7	136	81.6	191	73.3	172	78.5	171	74.9	147	84.4	2.8	9.5
Not Gifted	175	48.6	178	48.9	222	46.8	182	39.6	195	45.1	-3.5	5.5	175	41.1	176	35.2	223	39.9	182	37.4	194	45.9	4.8	8.5
With Disabilities	17	29.4	29	13.8	26	7.7	31	25.8	35	17.1	-12.3	-8.7	17	41.2	29	3.4	25	20.0	30	13.3	34	8.8	-32.4	-4.5
WO Disabilities	295	63.1	342	69.0	371	65.0	322	61.5	308	67.5	4.4	6.0	294	59.9	338	59.5	370	59.2	323	59.4	307	68.4	8.5	9.0
Homeless	5	-	6	64.7	4	-	3	-	6	-	-	-	5	-	0	-	4	-	3	-	6	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	10	90.0	10	80.0	14	71.4	15	66.7	12	58.3	-31.7	-8.4	10	60.0	10	70.0	14	57.1	15	53.3	12	50.0	-10.0	-3.3

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** 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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	339	52.2	322	66.1	359	61.0	382	64.9	351	66.4	14.2	1.5	340	49.4	318	54.1	353	51.3	382	59.7	351	62.1	12.7	2.4
Female	162	66.7	160	75.6	169	67.5	196	67.9	165	75.2	8.5	7.3	163	55.2	159	58.5	167	50.9	197	56.9	167	58.7	3.5	1.8
Male	177	39.0	162	56.8	190	55.3	186	61.8	186	58.6	19.6	-3.2	177	44.1	159	49.7	186	51.6	185	62.7	184	65.2	21.1	2.5
African American	25	40.0	25	36.0	23	26.1	21	52.4	21	42.9	2.9	-9.5	24	25.0	25	28.0	23	17.4	21	47.6	21	38.1	13.1	-9.5
Asian**	11	100.0	11	90.9	11	72.7	11	81.8	71	71.8	-	-	11	100.0	11	81.8	10	80.0	11	90.9	71	78.9	-	-
Filipino	3	-	4	70.6	4	-	8	-	6	-	-	-	3	-	4	-	4	-	8	-	6	-	-	-
Hispanic	104	29.8	111	60.4	109	49.5	115	51.3	114	59.6	29.8	8.3	106	27.4	109	45.0	107	34.6	116	38.8	114	50.0	22.6	11.2
Indochinese**	54	70.4	40	77.5	51	80.4	57	73.7	-	-	-	-	54	72.2	40	72.5	52	78.8	57	75.4	-	-	-	-
Native American	0	-	3	64.7	1	-	3	-	0	-	-	-	0	-	3	-	1	-	3	-	0	-	-	-
Pacific Islander	1	-	0	6.3	6	-	1	-	1	-	-	-	1	-	0	-	6	-	1	-	1	-	-	-
White	109	61.5	99	69.7	128	68.8	125	75.2	113	71.7	10.2	-3.5	109	58.7	98	57.1	124	57.3	124	70.2	113	69.9	11.2	-0.3
Multiracial	32	59.4	29	75.9	26	65.4	41	58.5	25	76.0	16.6	17.5	32	56.3	28	67.9	26	65.4	41	58.5	25	56.0	-0.3	-2.5
English Learner	15	0.0	9	8.0	3	-	9	-	5	-	-	-	17	11.8	9	-	4	-	10	10.0	6	-	-	-
English-Speaking	324	54.6	313	68.1	356	61.5	373	66.5	346	67.1	12.5	0.6	323	51.4	309	55.3	349	51.9	372	61.0	345	62.6	11.2	1.6
Reclassified†	118	50.0	100	70.0	112	56.3	123	60.2	106	61.3	11.3	1.1	118	50.8	100	60.0	112	50.9	123	55.3	105	61.9	11.1	6.6
Initially Eng. Speaking	206	57.3	213	67.1	244	63.9	250	69.6	240	69.6	12.3	0.0	205	51.7	209	53.1	237	52.3	249	63.9	240	62.9	11.2	-1.0
Econ. Disadv.*	174	42.0	158	58.9	169	52.1	172	55.8	168	54.8	12.8	-1.0	174	38.5	156	48.1	166	44.0	172	42.4	168	51.8	13.3	9.4
Non-Econ. Disadv.	165	63.0	164	73.2	190	68.9	210	72.4	183	77.0	14.0	4.6	166	60.8	162	59.9	187	57.8	210	73.8	183	71.6	10.8	-2.2
Gifted	144	72.2	138	79.7	180	77.8	164	82.3	166	81.9	9.7	-0.4	144	74.3	137	73.0	177	72.3	164	84.8	164	81.1	6.8	-3.7
Not Gifted	195	37.4	184	56.0	179	44.1	218	51.8	185	52.4	15.0	0.6	196	31.1	181	39.8	176	30.1	218	40.8	187	45.5	14.4	4.7
With Disabilities	25	4.0	17	29.4	27	3.7	30	6.7	34	29.4	25.4	22.7	25	8.0	16	18.8	87	10.3	29	24.1	34	14.7	6.7	-9.4
WO Disabilities	314	56.1	305	68.2	332	65.7	352	69.9	317	70.3	14.2	0.4	315	52.7	302	56.0	326	55.5	353	62.6	317	67.2	14.5	4.6
Homeless	7	-	3	64.7	8	-	2	-	7	-	-	-	8	-	3	-	8	-	7	-	7	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	8	-	10	70.0	10	70.0	13	61.5	13	76.9	-	15.4	8	-	10	60.0	10	60.0	13	69.2	13	69.2	-	0.0

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

† All students redesignated 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.

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

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Lewis Middle School
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	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 math and literacy. Additional specialized advisory for students in need of instructional support and for advanced student activities (ELL, study skills)
CLOSING THE ACHIEVEMENT GAP	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.
PROFESSIONAL DEVELOPMENT	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.
GRADUATION/PROMOTION	Goal of 85 percent or higher for passing grades for all 8 th graders. Counseling and guidance working with admin and teachers to identify and support students in most need.
PARENT ENGAGEMENT	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.