

Maya Lin School

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2019-20

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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 school principal.

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School Profile

Maya Lin School Vision – Students at Maya Lin School are creative, smart, critical thinkers who love art and know they can do anything.

Maya Lin School Mission – The mission of Maya Lin School is to provide arts integration and inquiry based learning. We embrace 21st century learning and the involvement of our community in building a dynamic school environment. We acknowledge learning is a lifelong process and support ongoing professional development and collaboration for all members of the school community.

Theory of Action

If: we continue to implement an integrated arts centered inquiry learning program and provide a tiered system of academic and behavioral interventions

Then: we will engage all learners and close the access and achievement gaps for our English Learners, Socioeconomically Disadvantaged students, and other significant student groups where such gaps exist

Executive Summary

Maya Lin School opened as a K-5 magnet school on August 27, 2012 with a school wide program focus of integrated learning where the visual arts and inquiry learning process are used throughout the curriculum to support student learning and achievement. Our school was created under provisions of a Master Plan adopted by the Alameda Board of Education in February 2010. Under this provision, a team of teachers, parents and administrators desiring both a different learning experience for students and professional experience for educators came together to write the proposal for Maya Lin School.

When Alameda Unified was faced with the need to close a school for seismic safety reasons, both students and teachers were placed at Maya Lin and other schools. The placement of students and staff at Maya Lin School violated the state Education Code requirement for a magnet school of “*choice by both students and staff*,” and resulted in Maya Lin no longer meeting the definition of a magnet school under state law.

Maya Lin School is now a K-5 neighborhood elementary school continuing to serve a culturally and socioeconomically diverse population of 430 students. We also welcome students from across the district through the Alameda Unified process for Open Enrollment. Our largest population of students are Caucasian (39.7%), Multiracial (19.9%) and Hispanic (17.8%). Students Identified as Multiracial have been the fastest growing segment of our populations increasing by 8% over the last three years. English Learners comprise 11% of our students, a decrease of 3% over the past three years and our socially economically disadvantaged percentage declined from 27.4% to 23% . There are 17.1% of our students receiving a variety of special educational services as identified through their individual education plans.

The 2018-2019 school year was one of transition in funding for Maya Lin School. Due to our decreased percentage of socioeconomically disadvantaged students, it was the first year we did not receive Title 1 funding. In the preceding years, these funds supported a full time literacy teacher. It was also the first year of transitioning to larger class sizes at our 4th and 5th grade due to budget reductions to innovative funding during the 2017-2018 school year. These changes have created the opportunity for reflective conversations as a staff and community of stakeholders as we developed the Single School Plan for 2019-2020. The goals of

this plan are the results of these conversations and reflect a continued commitment to our stated theory of action.

Instructional Program

Our school wide innovative program of art centered integrated learning and inquiry is a foundational element of our school community. Maya Lin students are actively engaged in the process of learning and discovering multiple ways to represent their thinking. Arts integration provides students with a multi-sensory structure for learning and creates a common language throughout the school. Inquiry-based instruction is a student-centered and teacher-guided instructional approach that engages students in investigation of real world questions they choose within standards-based curriculum. Inquiry-based instruction deepens traditional instruction by extending and applying the learning of students in a way that connects with their interests.

Looping, where a student remains with the same teacher for two years, has been a key component of our instructional design since opening Maya Lin School in 2012. This structure supports a two-year relationship between teacher, student and family. Looping allows teachers to use knowledge of the previous year to modify and build integrated curriculum, target specific learning needs and differentiate instruction. With the reduction of staffing at the fourth and fifth grade level, looping at these grades for the 2020-2021 school year is uncertain.

Professional collaboration time and common training in integrated learning supports Maya Lin Staff in creating integrated instructional units incorporating the arts and inquiry based learning. This instruction allows students to build foundational skills in reading, writing and math while developing critical thinking skills, and the confidence to explore and create with these skills. Integrated units begin with the Common Core State Standards (CCSS). Through direct instruction, the development of inquiry questions, research, and a series of activities and art based projects, students deepen their understanding of the topic while developing grade level skills in reading, writing and critical thinking.

We currently have two after school programs on campus expanding the exposure to the arts for our students. The Alameda Music Project is a nominal fee-based program with an emphasis on need based scholarships offering students classes in choir, percussion, violin, cello, brass and composition. Alameda Arts is a private program giving students the chance to continue their exploration in the visual and maker arts in an after school environment.

Our PTA is an active partner in realizing our vision and mission for all students. They support field trips, teacher mini grants, after school programs, our school garden and special programming. Volunteers organize yearly school wide community events which include the Harvest Haunt, Multicultural Dinner, Field Day and the Jogathon. These events provide an opportunity for families and students to come together, build community and celebrate. The PTA also sponsors our Social Justice and Equity Committee. The SJ and E Committee organizes parent education events and assemblies focused on student voice and deepening the community understanding of social justice.

Greatest Progress: What progress is the school most proud of and how does it plan to build upon that success? Ongoing work to integrate our school wide innovative program of art centered learning and inquiry with multi-tiered systems of support to meet the needs of all students is one of our continuing successes. Throughout this year, staff meetings, collaboration and professional development days have focused on delivering small group instruction in the classroom for reading and math. We also collected data on where

differentiated instruction is taking place for English Learners and where there is still work to do. These efforts, in combination with the work of our COST team and intervention lead, have helped to focus our work on identifying interventions based on student needs.

Our innovative program in art centered inquiry learning must live in balance with tiered instructional practices based on student assessment. We continue to discover through our implementation of art centered inquiry based instruction there are instructional practices inherent to this philosophy of teaching which bridge across all subject areas - true integration should strengthen all parts of the academic program. We look forward to implementing the action steps of Goal 2 of the Single School Plan to collect additional student data to define this understanding.

Greatest Needs: What steps is the school planning to take to address the areas with the greatest need for improvement? Utilizing staff meeting time and professional development opportunities provided by the district, we will use student data to identify the best practices necessary to provide a multi-tiered system of support for all students but especially our most at risk learners. During the 2018-2019 school year, ESGI and STAR were introduced as new screener assessments for interventions. These assessments in addition to the AUSD writing assessments, math benchmarks and teacher assessments, will provide us with information to inform instruction and determine appropriate interventions.

Performance Gaps: Where are specific student groups performing significantly below the 'all student' levels? What steps is the school planning to take to address these gaps?

While there was an overall improvement in proficiency on the ELA and math CAASPP assessment, there is an achievement gap between our African American students and the highest performing sub group in both academic areas. In ELA we also see a decline in the average number of students moving towards the meeting the standard met level of 3. While there is growth for our English Learners in both ELA and math on the CAASPP, we are seeing inconsistent improvement for our socioeconomically disadvantaged students. While there have been individual gains for some of our students with disabilities, as a sub group they are making limited progress towards meeting the standards. As a school we are working to implement a variety of classroom structures and interventions to meet individual student need through a Multi-Tiered System of Support (MTSS). Classroom teachers use a small group structure for providing leveled reading groups. Across grade levels, teachers are collaborating to form groups of students for targeted intervention instruction. We will be realigning site funds and support from our PTA to determine what additional intervention supports would be possible during the instructional day and after school.

Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners, Foster youth, and, if applicable, homeless youth?

The ongoing review of student data during Grade Level Study Team meetings and staff meetings and will guide our work on providing needed interventions to our students most in need of academic support. Our Lead Intervention teacher will review student referrals submitted through the COST process and work with staff to determine appropriate interventions. Special education staff will use replacement curriculum assessments for students to evaluate the effectiveness of these programs on moving students towards mastery of the standards. We will broaden our outreach to the families of our most at-risk students, encouraging them to attend parent education events hosted by the school where they can receive additional information on supporting their child at home. These include: Art University Night, Math University, Toolbox and School Smarts.

Districtwide Goals

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2A:** Support all students in becoming college and work ready.
- Goal 2B:** Support all English Learners in becoming college and work ready.
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

District Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students including social and emotional learning, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative practices and restorative justice, culturally responsive curriculum and instructional strategies to meet the needs of diverse learners
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

Planned Improvements in Student Performance:

LCAP Goal 1 - Eliminate barriers to student success and maximize learning time



Identified Districtwide Goal 1 Needs

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate



District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome		2016-2017 Actual		2017-18 Actual		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% or more of their enrolled days		8.7%	11.5%	9.1%	8.9%	8%	7.0%	6%	5%
Suspension Rate % of students suspended anytime during the year		2.7%	3.7%	2.8%	1.6%	2.2%	0.9	2%	0.7
Graduation % of four-year cohort completing graduation requirements		89.2%		93.2%		93.5%		95%	
CHKS: % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%	69%	86%	81%	88%	88%	91%	
	7th	71%		62%		75%		80%	
	9th	65%		60%		72%		79%	
	11th	65%		63%		72%		79%	

School Site Analysis and Prioritized Actions (LCAP Goal 1)



Description of CURRENT school actions/services in support of LCAP Goal 1:

Attendance

Direct communication with families regarding the importance of on time daily attendance has been the focus of our efforts during the 2018-2019 school year. This communication started at the beginning of the school year with reminders to families in opening of school information letters. Presentations on the importance of on time daily attendance were given at Back to School Night, ELAC and PTA meetings. Information was also shared with families regarding new attendance accounting procedures. Our attendance clerk would explain to parents directly these new procedures and what absences are excused and unexcused.

Teachers communicated directly with families during fall conferences on the importance of on time daily attendance to a child's achievement and a sense of belonging in their school community. Reviewing the attendance box on the report card with families allowed staff to discuss with families needed Tier 1 interventions for students not attending school on a regular basis. This information could then be shared with the Intervention Lead at Maya Lin School to determine if Tier 2 interventions were necessary.

Tier 1 interventions for the 2018-2019 school year included:

- Holding Wolf Tag drawings on Monday morning. Monday was one of our highest absenteeism days during the previous school year.
- Student certificates given at the end of the year for Perfect, Almost Perfect and Good attendance
- Direct communication with families regarding attendance policies and procedures.

Tier 2 Interventions for the 2018-2019 school year included:

- Breakfast Club for students needing support getting to school on time daily. Students who arrived to school on time checked in at the office and were able to select a prize.
- Truancy and tardy letters mailed to families as required. School Attendance and Review Team (SART) meetings with families to discuss support and needed interventions.

Tier 3 Interventions for the 2018-2019 school year included:

- Referrals to SARB as needed for Chronic attendance issues.

Positive Behavior Intervention Systems

Our PBIS team met on a regular basis to refine positive reinforcers for staff and students. Wolf Tag drawings for students and staff happen weekly at morning opening. This year, Be and Ally was added to our school rules. New behavior expectations posters were designed and placed around the school. The PBIS team also produced a new behavioral expectation video used at the whole school yearly kick-off assembly. This video was also forwarded to teachers to use in the classroom. Staff use a variety of Tier 1 and Tier 2 interventions including student reflection sheets linked to our school wide social emotional learning program - Toolbox.

Behavioral Interventions are entered into Aeries and if not effective, a student is then referred to the COST team. The Maya Lin COST Team meets every other Friday morning to review COST referrals and determine possible interventions. This year, our Alameda Family Services counselor has formed counseling groups for transition and loss, anxiety and self regulation. This year Maya Lin was one of several AUSD school taking part in GEMS, a social emotional support group for girls offered through Girls Inc.

Student Discipline

Students are referred to the office for major discipline behaviors. If there have been previous interventions with the students for the same behavior, a behavior referral may be issued depending on the severity of the infraction. Teachers will also send students to the office with a self reflection sheet to be completed with the principal. The reflection sheet can be sent home for a parent signature.



Data Analysis:

Attendance Data

Attendance Rate: 2016-2017 - 95.3%

Attendance Rate: 2017-2018 - 95.9%

Attendance Rate: 2018-2019 - 96.1%

Chronic Absence

2016-2017: 11.5% Chronic Absence

2017-2018: 9.4% Chronic Absence

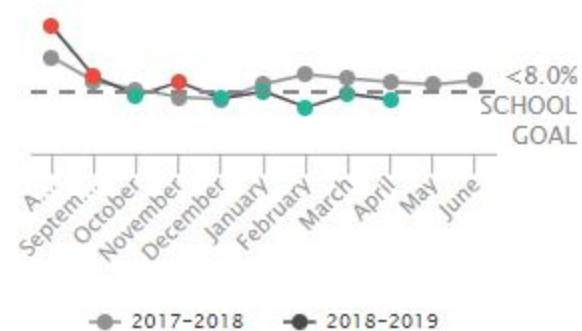
2018-2019: 7.0% Chronic Absence (August- April)

The chronic absence rate has declined over the past year. Our chronic absence rate is highest for our African American boys at 28% . Also in the current school year, 21.5% of special education students identified Other Health Impaired (8 of 38 students) and 16.4% of our Limited English Proficient students (9 of 55 students) have chronic absence.

Chronic Absence

Trend by Month

7%
School Overall

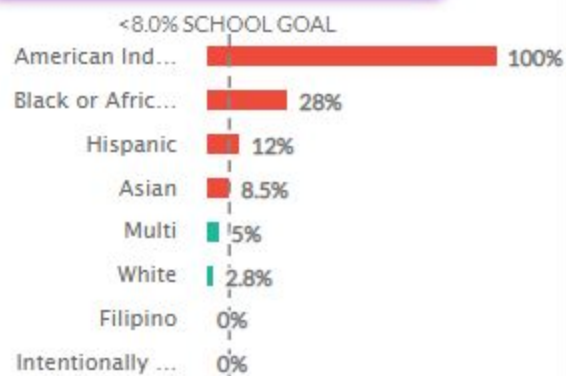


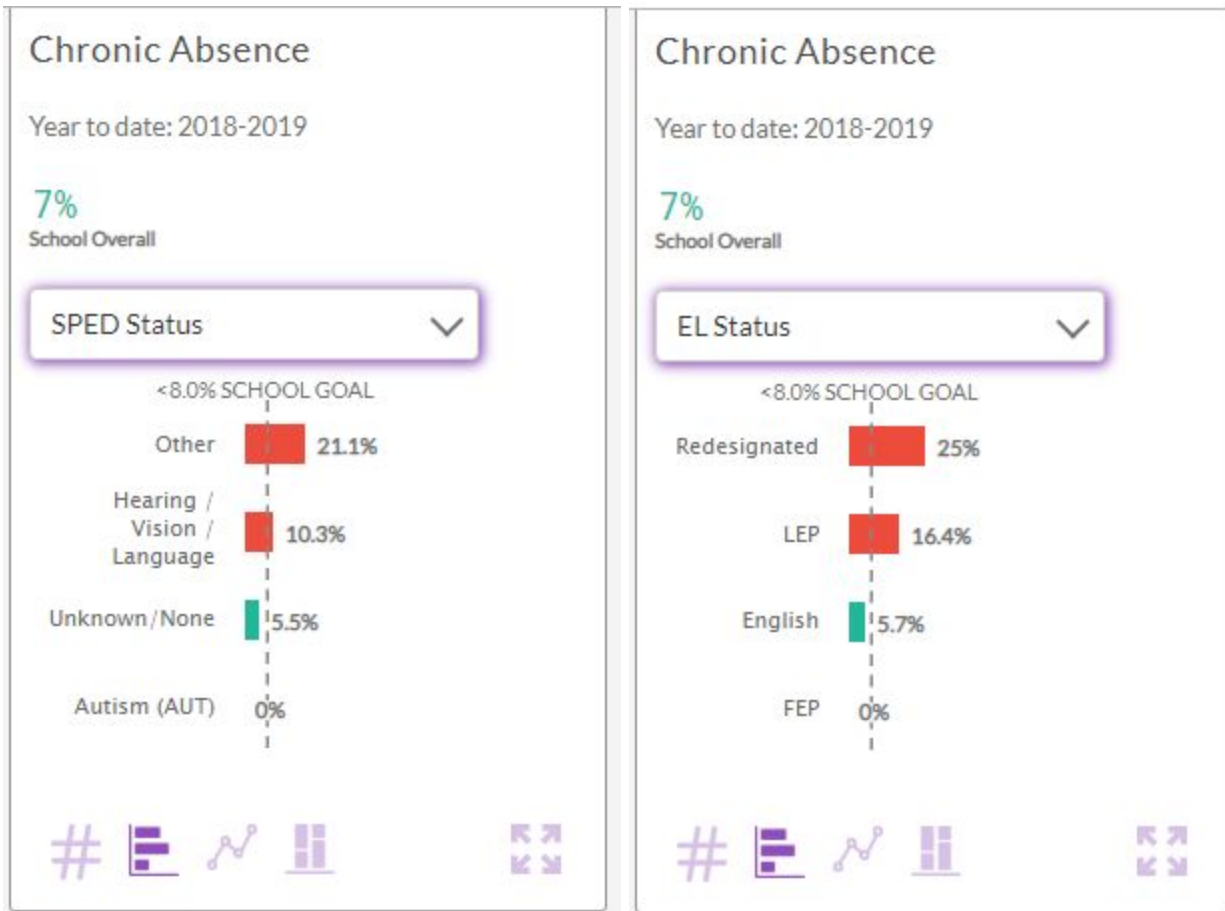
Chronic Absence

Year to date: 2018-2019

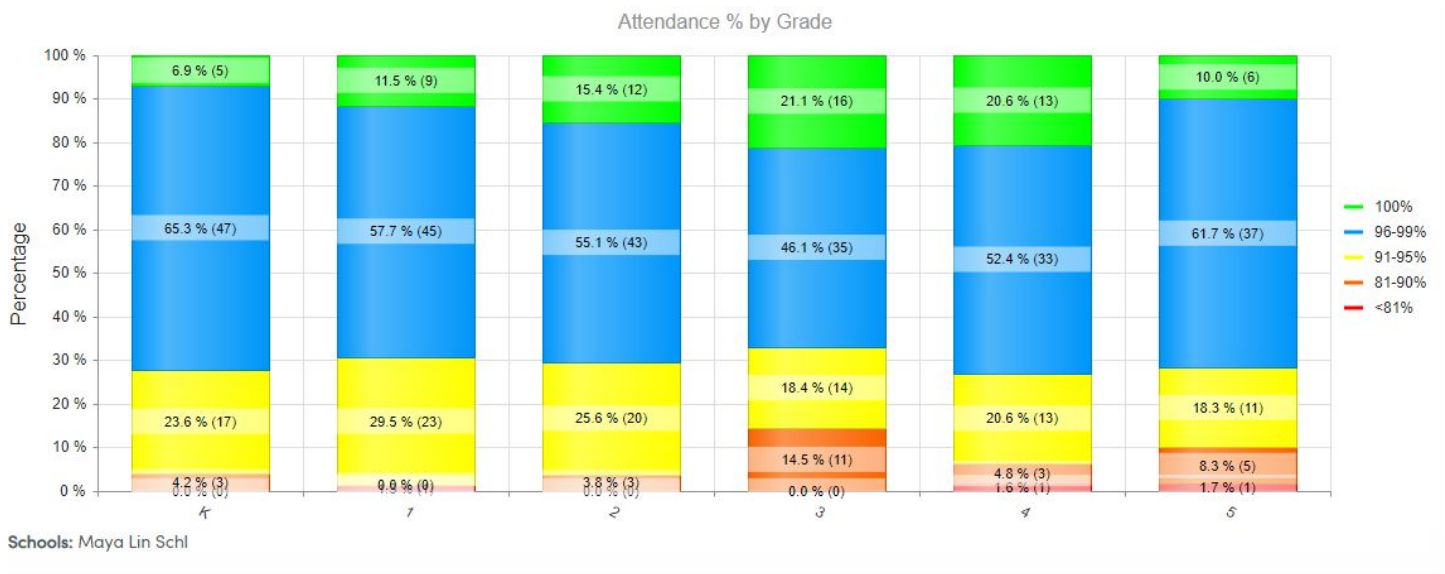
7%
School Overall

Primary Ethnicity

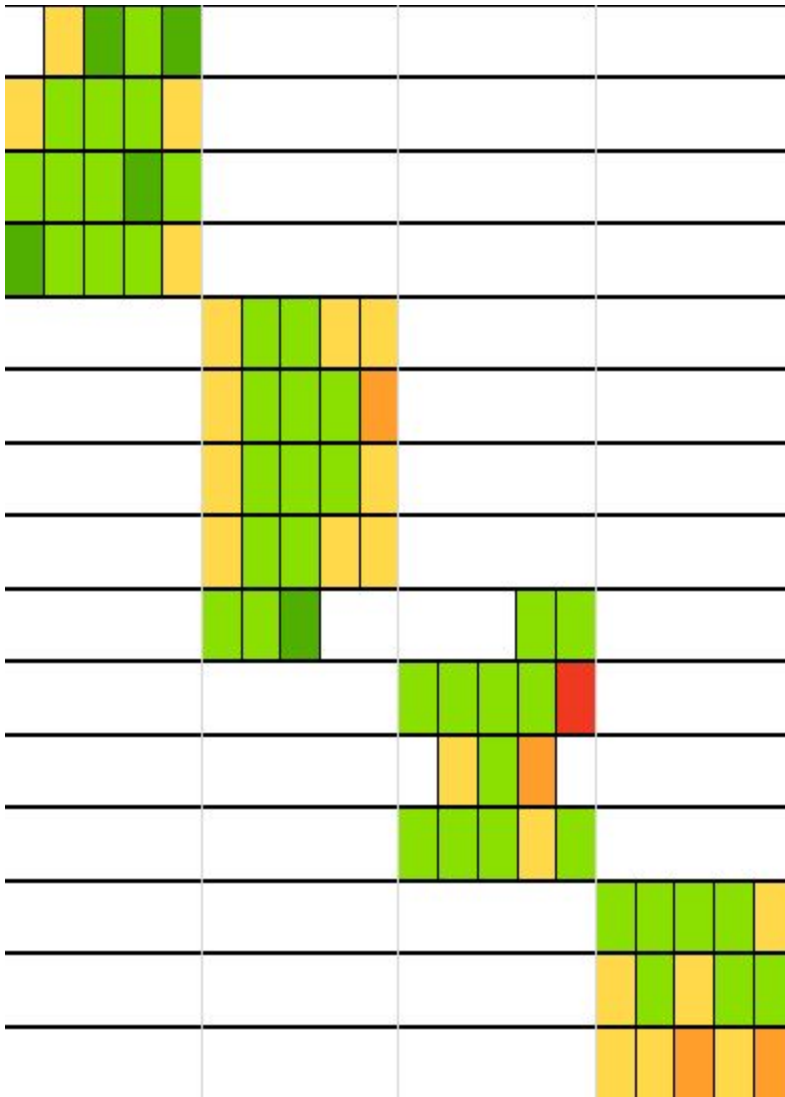




The attendance percentage by grade level has varied throughout the current school year. Third and fifth grade have our highest percentages of chronic absence.



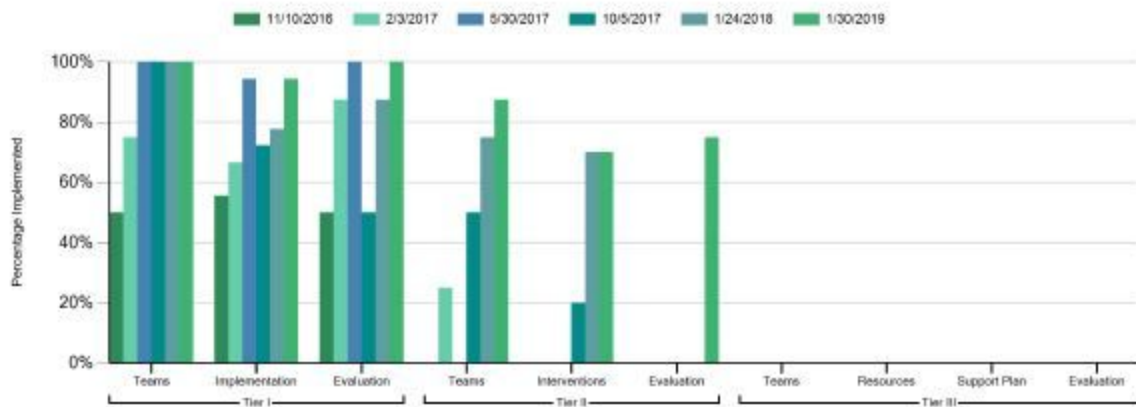
Day to Day attendance October 2018- December 2018 with Mondays and Fridays showing the highest level of absence.



PBIS Data: The Tiered Fidelity Inventory (TFI) shows progress in all areas of implementation of Tier 1 and Tier 2 since November 2016.

- Tier 1 Implementation and Evaluation were two of the largest growth areas from January 2018 to January 2019
- Tier 2 Interventions grew 50% from October 2017 to January 2018. Evaluation of Tier 2 practices grew 70% from January 2018 -January 2019.

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Maya Lin School
11/10/2016 - 1/30/2019

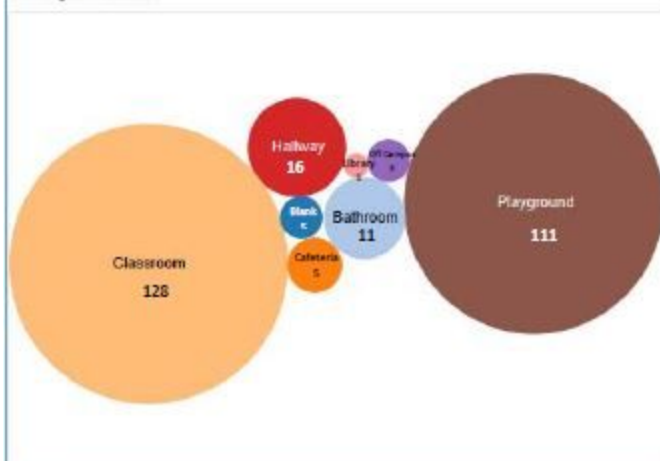


Date Completed	Tier I			Tier II			Tier III			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
11/10/2016	50%	56%	50%	0%	0%	0%	0%	0%	0%	0%
2/3/2017	75%	67%	88%	25%	0%	0%	0%	0%	0%	0%
5/30/2017	100%	94%	100%	0%	0%	0%	0%	0%	0%	0%
10/5/2017	100%	72%	50%	50%	20%	0%	0%	0%	0%	0%
1/24/2018	100%	78%	88%	75%	70%	0%	0%	0%	0%	0%
1/30/2019	100%	94%	100%	88%	70%	75%	0%	0%	0%	0%

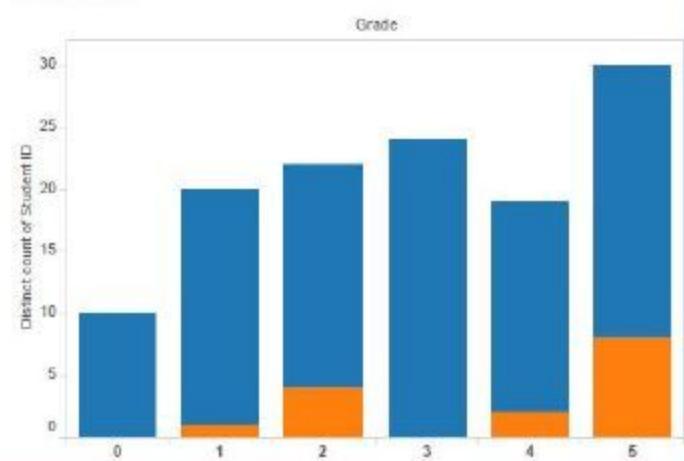
Student Discipline Data

Minor Behavior Data - “Uh-Oh” slips from August 2018-December 2019 showing the location of the behavior incident and the number of behavior notices given at each grade level.

DIS by location



Grade Level



We have had a continued decrease in suspensions over the past three years with the implementation of PBIS and restorative practices.

School Year	2016-2017	2017-2018	2018-April 2019
# of suspension days	30	12	5



Needs Analysis:

Chronic Absence and Student Attendance

- The overall chronic absence percentage for Maya Lin School has declined in the past two years. We think this is due in part to the direct face to face communication with some families regarding attendance procedures and policies. This has occurred through SART meetings, parent teacher conferences and phone calls.
- We need to focus on improving the attendance of our African American, Special Education and English Learner subgroups. Continuing our personal contacts with families will help. We think including an attendance report at each annual IEP meeting will help support the families knowledge of attendance procedures. For our families of English learners ensuring they are receiving information regarding attendance and district policies in their home language is essential.
- There is a clear pattern of students not attending school on Mondays and Fridays. The majority of these absences have been unexcused and the reason given by families are trips out of town. We need to ensure all parents are receiving information regarding attendance policies and procedures in both written and face to face communications (teacher conferences, Back to School Night, PTA meetings)

Implementation of PBIS

- Implementation of Tier 1 academic and behavior interventions are going well. The PBIS team meets monthly to review data and respond to staff questions and concerns regarding needed interventions. Wolf Tag drawing for students and staff is one way the PBIS team at morning opening has helped to shape a positive school culture.
- Our COST team meets twice a month. The team consists of the Principal, intervention Lead, teacher representative, Special Education teacher, school psychologist and Alameda family Services Counselor. The team review COST referrals and assigns intervention to students based on the data and availability of interventions. The majority of our interventions this year have been for social emotional needs.

Student Discipline




- Our number of days suspension has declined over the past three years. The number of Office referrals was 7. Student reflection sheets were used and entered into Aeries as a discipline intervention not an assertive discipline behavior referral.

- Access to minor discipline data has been limited this year. Our PBIS Coordinator must obtain this information from the district office. The Uh-Oh's have been useful in tracking minor behaviors but without regular access to data it is hard to build sustainability of usage with staff.
- Student Reflection Sheets linked to the Toolbox are used across the school. These are also sent home for students to reflect with their families and obtain a signature. Due to the use of student reflection sheets and Tier 1 and 2 classroom interventions, there has been a limited number of Office Referrals - 7 from August 2018-April 2019
- 5 Staff members were trained summer of 2018 in Restorative Practices. The Intervention Lead for Maya Lin has supported the on site professional development as these practices are starting to be implemented by staff.




Site Goals, Actions, and Metrics (LCAP Goal 1)




Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 Site Goal A		Attendance: We will focus on improving our chronic absenteeism for our sub groups of African American boys, Special Education and English Learners by 25%. We will also focus on improving attendance at school on Monday and Fridays for all students. As a result of a focus in these areas, we should see an improvement of average daily attendance of 2.0% by April 2020.		
 Metric(s) to Assess Impact		<ol style="list-style-type: none"> 1. We will look at last year's chronic absenteeism rates for African American boys, Students with Disabilities, SED and English Learner students and for the 2019-20 school year. 2. We will look at daily attendance rates school wide for the 2019-20 school year. 		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.A1	Recognize students each trimester that have Perfect Attendance (0 absences and 0 tardies) and Almost Perfect Attendance (2 absences)	Office Attendance/ Health Clerk	All Students	December, March, June
1.A2	Recognize classes daily that have perfect attendance with a Perfect	Office Attendance/ Health Clerk	All Students	Ongoing

	Attendance Ticket. When a class receives 10 tickets they receive a reward of their choice (i.e 10 minutes extra recess, Popcorn Party)	Principal, Classroom Teacher		
1.A3	Provide copies of Student Attendance Reports at annual IEP meetings. Reports will be reviewed as part of student progress reports.	Office Attendance/ Health Clerk Case Managers	Students with Disabilities	Ongoing
1.A4	COST- Coordinated Service Team and SART - School Attendance and Review Team. The COST team will review Attendance reports once a month. Tier 1 and Tier 2 interventions will be recommended as needed. SART meetings will be held as a Tier 2 intervention as the data indicates.	Office Attendance/ Health Clerk Principal, COST Team	Chronic Truancy Students	Ongoing

 Site Goal B		Behavior: We will focus on decreasing the number of minor behavior notices on the playground by developing specific game areas and structures on the playground.		
 Metric(s) to Assess Impact		1. We will look at the number of minor behavior notices given on the playground. 2. We will look at the number of office referrals for major behaviors on the playground.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.B1	Review at the beginning of the year of Behavior Expectations for all locations at the school including the playground expectations. Whole School PBIS assembly and follow-up with classroom instruction.	Principal and Staff	All	August
1.B2	PBIS team will develop playground zones and structures necessary for games during recess. PBIS team will review minor behavior data with the staff ongoing at staff meetings as data is available from the district.	PBIS Coordinator and Team, Principal	All	June 2019 August 2019
1.B3	Continue COST team structure referring students to appropriate behavioral interventions as indicated by pre-referral interventions and COST referrals.	COST Team	Students Referred to COST	September 2019- May 2020

 Site Goal C		Social Emotional Learning: We will focus on implementing restorative practices school wide after all staff are trained in August 2019. We will focus on integrating these practices with our social emotional program - Toolbox and our current student self reflection sheets.		
 Metric(s) to Assess Impact		<ol style="list-style-type: none"> 1. We will look at the degree of implementation of restorative practices. We should see community circles and restorative conversations taking place in all classrooms. 2. We will create service learning opportunities for students to support Toolbox implementation, cross grade level leadership opportunities and the larger school community. 		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.C1	AUSD provided staff training in Restorative Practices: August 2019	AUSD, Principal, Lead Intervention	All	August 2019
1.C2	Service Learning opportunities created for students. Continuation of Go Green Monitors, Playground and Ball Cart Monitors, Rainy Day Monitors and Student Leadership. Develop Toolbox monitors and third grade helper opportunities.	Site Leadership, Principal	3rd - 5th grade	August - October 2019
1.C3	Our School Psychologist will have a Psychology Intern for the 2019-2020 school year. This intern will meet with social skills groups to help integrate the Toolbox curriculum.	School Psychologist	Students referred by COST Team	September 2019- May 2020

Planned Improvements in Student Performance: LCAP Goal 2 - Support students in becoming college and work ready

Identified Districtwide Goal 2 Needs

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

A review of district wide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners



District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome		2016-17		2017-18		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Math SBAC : Average Distance from Level 3 (Standard Met)		10.8	-22.9	14.3	-7.4	18	10	24	20
ELA SBAC : Average Distance from Level 3 (Standard Met)		32.8	-23.6	36.8	-0.2	40	15	45	30
UC 'a-g' Completion : % of 12th grade cohort that has met UC 'a-g' requirements		52.6%		53.3%		55%		60%	
AP Exam Pass Rate : % of Exams w/score of 3+ 10th & 12th students		68.5%				74%		75%	
AP Enrollment: % of 10th-12th students in at least 1 AP course		45.3%		50%		53%		56%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway									
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework									
College/Career Readiness : % of high school graduates who placed in the 'prepared' level for the College/Career Indicator		53.4%		56.6%		59%		64%	
EL Reclassification: % of English Learners who were redesignated as RFEP		13.8%	6%	11%	0%	13%	12%	15%	17%
ELPAC: % of students scoring 'moderately' or 'well developed'				80.8%	56.9%	82%	60%	84%	62%
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	9%	19%	12%	25%	6%	20%	4%	18%
	6th-8th	7%		3%		2%		2%	
	9th-12th	10%		5%		4%		3%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%		98.3%		99%		100%	
	6th-12th	76.3%		97%		98%		100%	
ELD Standards Implementation: % of ELs	K-5th	62.8%		70%	12%	98%		100%	

receiving designated ELD	6th-12th	63.2%		61%		98%		100%	
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School Site Analysis and Prioritized Actions (LCAP Goal 2)

Description of CURRENT school actions/services in support of LCAP Goal 2:

Curriculum

Maya Lin School is an innovative program with an art centered integrated learning focus. Each grade level develops a yearly throughline which provides a theme for the classroom community to link their learning experiences together and deepen their understanding of instructional concepts. Staff uses the district adopted curriculum in Social Studies and Science, aligned to instruction in the art room, as the foundation for creating integrated learning experiences which provide students multiple ways of representing their understanding and thinking. These units can incorporate English Language Arts and Math however these subjects are taught using the format and structures required by Collaborative Classroom, Inquiry by Design and Eureka Math. At the beginning of the 2016-2017 school year, Maya Lin staff was trained and implemented Toolbox a social emotional learning program.

Professional Development and Coaching

Completing 90 hours of professional development in integrated learning is a requirement of all staff. Currently, 17 of 21 classroom teachers (including specialists) have completed this training. Two teachers have one course to complete. This professional development provided through Alameda County office of Education provides the common understanding on the elements of integrated learning curriculum. During site collaboration time we share best practices and deepen our understanding of effective integrated instruction. Staff members also utilize AUSD district professional development days and after school sessions with coaches to expand their instructional practices. Topics during the 2018-2019 school year included writing calibration, STAR/ESGI assessment systems, Collaborative Classroom, and small group instruction scheduling.

Assessments

Assessments - Teachers administer State and District assessments plus additional assessments identified by our site to monitor student progress:

- CAASPP
- STAR Reading and Math Assessments
- District Writing and Math Benchmark assessments
- ESGI (Kindergarten)
- Fountas and Pinnell Reading Assessments (for students reading below grade level).

Staff meetings, grade level study teams, collaboration and professional development provide opportunities to review data and adjust instructional practices. This work can include placing students in appropriate ELA or math interventions and ELD groupings. Release days are provided at the beginning and end of the school year for teachers to assess students individually who are reading below grade level using the Fountas Pinnell.

Academic Interventions

This was our first year of not receiving Title 1 funding because Maya Lin School no longer qualifies based on our demographics. In the past, these funds supported a reading intervention teacher. We are working to identify specific program needs and create a new intervention program during the instructional day. This work also involves a realignment of site resources and identification of additional funding to fund this intervention.

Tier 1 Academic Interventions

- Classroom intervention (Reteaching small groups, CCC intervention curriculum, SIPPS, Jump Math), implemented by classroom teachers
- Provide English Learners (ELs) with consistent and appropriate Designated and Integrated English Language Development (ELD) instruction.
- Provide Students with Disabilities with Least Restrictive Environment and implementation of accommodations as articulated in Individualized Educational Plans.

Tier 2 Academic Interventions

- Small group reading intervention both push-in and pull-out. Four K-2 teachers are trained in Orton Gillingham and are providing small group intervention in the classroom. Intervention Lead provides pull-out small group instruction focused on first grade. Pre and Post assessments are used to measure progress.

COST Meetings are held every other week. In February our Intervention Lead left on maternity leave and we were not able to fill the position until April 15. Tier 2 interventions this year have focused on early reading intervention and social emotional support for students with anxiety, strategies for self regulation and a transitions group to deal with the loss of a loved one. Staff has discussed after school math intervention and our PTA has provided funds for after school groups. However, it has been difficult to find staff to teach a 6-8 week group.



Data Analysis:

We have seen a decrease in our SED and EL populations over the past three years. This continues the trend we have seen since Maya Lin opened in August 2012.

Socio Economically Disadvantaged and English Learner Populations

	2016-2017	2017-2018	2018-2019
SED	27.74%	23.9%	23% n=98
ELL	14.63%	14.2%	11% n=46
<i>Unduplicated Students LCFF</i>	33.23%	29.9%	28.1%

Source: CBEDS 2019

Demographic data helps in the analysis of data to determine the number of students in each ethnicity category. Our demographic data shows White, Multi-Racial and Hispanic are the three largest populations at Maya Lin with Multi-Racial being the sub-group with the most consistent growth.

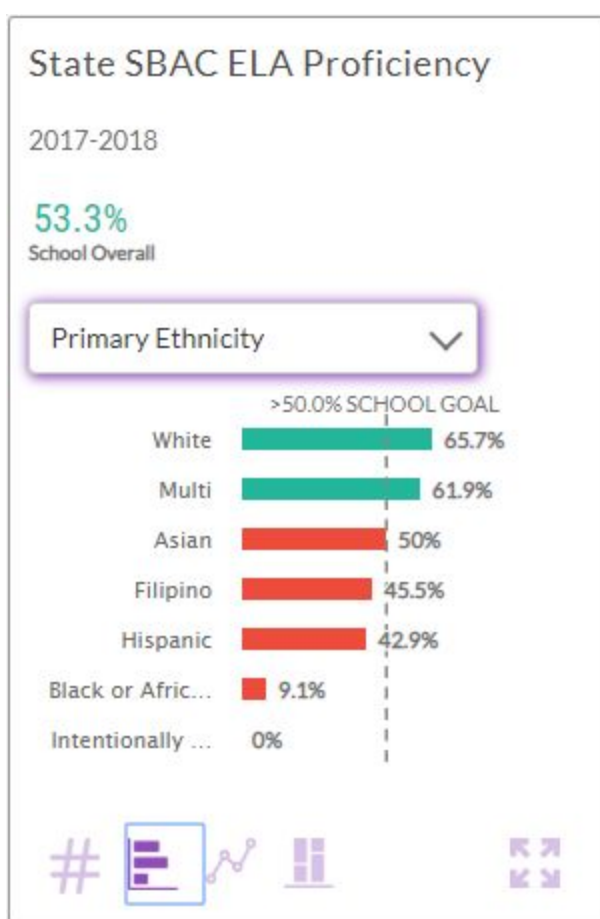
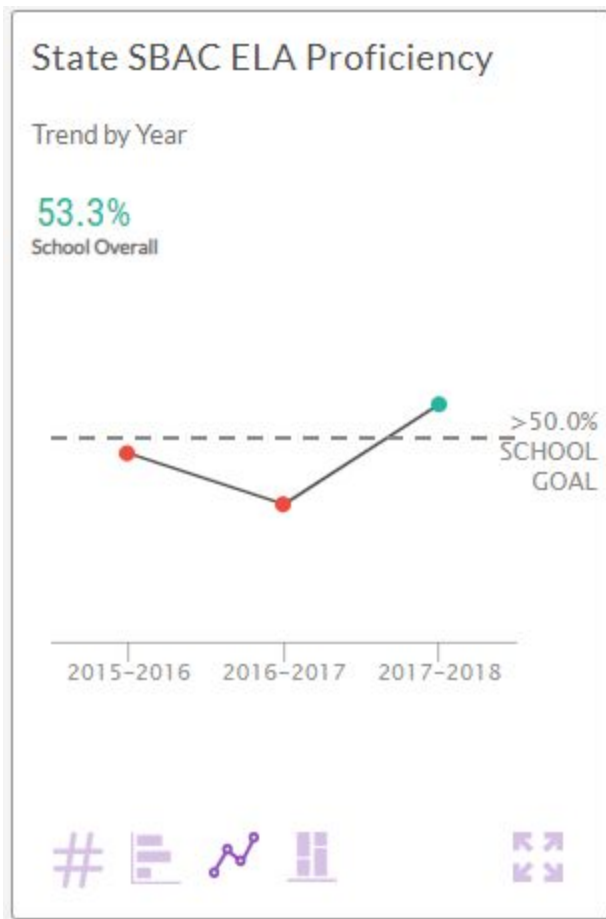
Demographic Data Percent of School Population Kindergarten – Fifth Grade

	2016-2017		2017-2018		2018-2019	
Ethnicity	# students	%	# students	%	# students	%
Asian	44	12.6%	50	12.1%	45	10.5%
Black or African American	30	8.5%	22	5.3%	21	4.9%
White or Caucasian	147	42.1%	182	44.2%	170	39.7%
Hispanic or Latino	61	17.47%	58	15.8%	76	17.8%
Filipino	22	6.3%	19	4.6%	16	3.7%
Multi-Racial	40	11.46%	60	14.6%	84	19.9%
Pacific Islander	1	.002%	1	0.24%	0	0
Left Blank	4	.01%	13	3.2%	14	3.3%

Source: AUSD Aeries Analytics

Smarter Balanced Assessments - English Language Arts

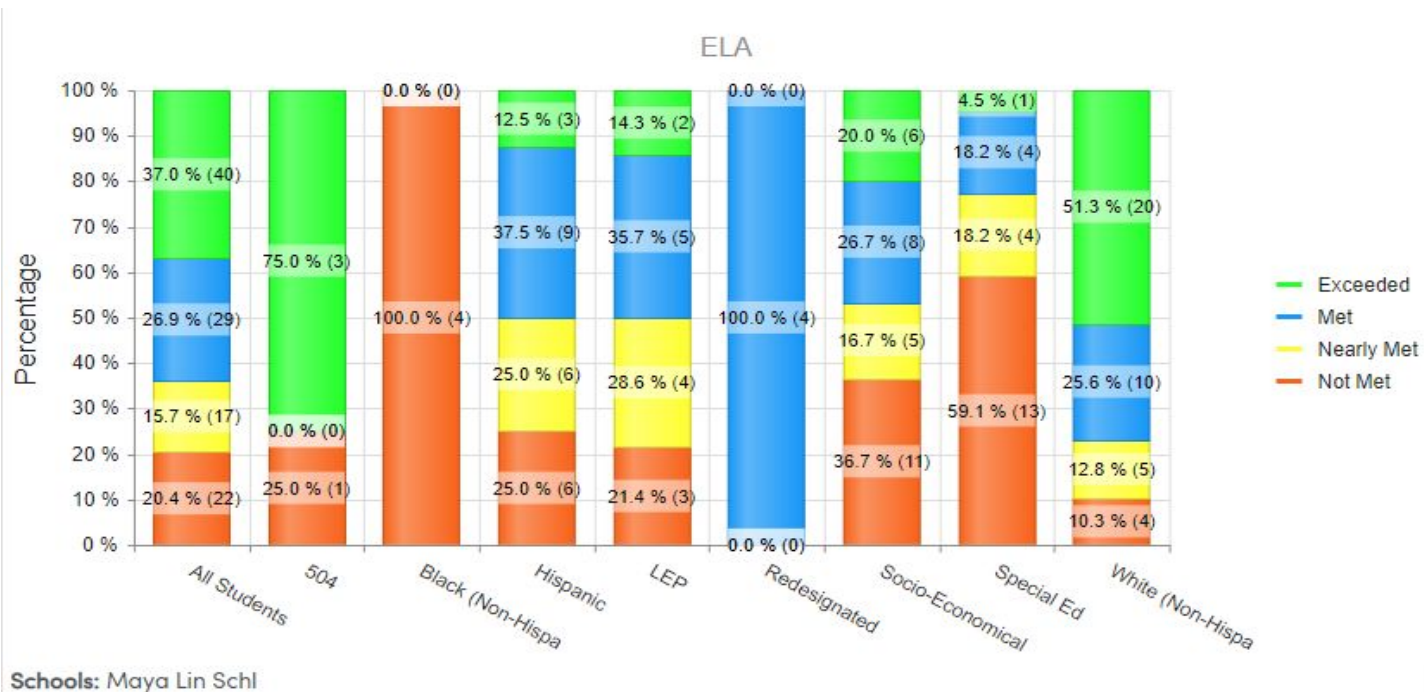
- There was a 9.8% overall increase in proficiency from 2016-2017
- Our African American students have the largest gap from the average cut point of meeting the standard.
- 77% of our Special Education students did not meet the proficiency standard..
- The Smarter Balanced average distance from standard met, the cut point of level 3 proficiency has grown for our Asian, Hispanic, Intentionally Left Blank and Multi-Racial population.
- From 2015-2016 to 2017-2018 the average distance from standard met data shows slow growth for our African American and White students.
- Our Limited English proficient students had a growth in proficiency from 14.3% proficient in 2016-2017 to 49% proficient in 2017-2018 .
- Socioeconomically disadvantaged students had a decrease in proficiency due in part to the numbers of students with scores: 50% proficient in 2016-2017, (2 students); 33% proficient in 2017-2018, (18 students)



Smarter Balanced ELA Average Distance From Met

Average distance from the minimum level 3 cut point for students who took the Smarter Balanced Assessment

	2015-2016	2016-2017	2017-2018
American Indian or Alaskan	-133		
Asian	-7.3	-10.8	-12.8
Black or African American	-96.3	-126.4	-87.7
Filipino	-20.7	-50.2	-14.2
Hispanic	16.2	-25.4	-9
Intentionally Left Blank	12.5	-55	-40
Multi	27.8	29.3	-4.9
Pacific Islander	-209	-249	
White	17.3	7.7	25.6



Smarter Balanced Assessments - Math

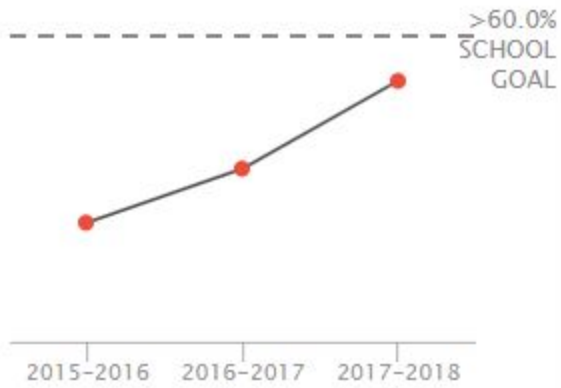
- There was an 8.6 % increase in overall proficiency from 2016-2017
- 81% of our Special Education students did not meet the proficiency standard.
- The Smarter Balanced average distance from standard met, the cut point of level 3 proficiency is the largest for our African American students. It has increased for our American Indian, Intentionally Left Blank and Pacific Islander sub groups. This measure shows growth for other subgroup populations.
- Our Limited English proficient students had a growth in proficiency from 26.1% proficient in 2016-2017 to 29.6% proficient in 2017-2018 .
- Socioeconomically disadvantaged students had an increase in proficiency 25% proficient in 2016-2017, (2 students); 32% proficient in 2017-2018, (17 students)

State SBAC Math Proficiency

Trend by Year

55.6%

School Overall



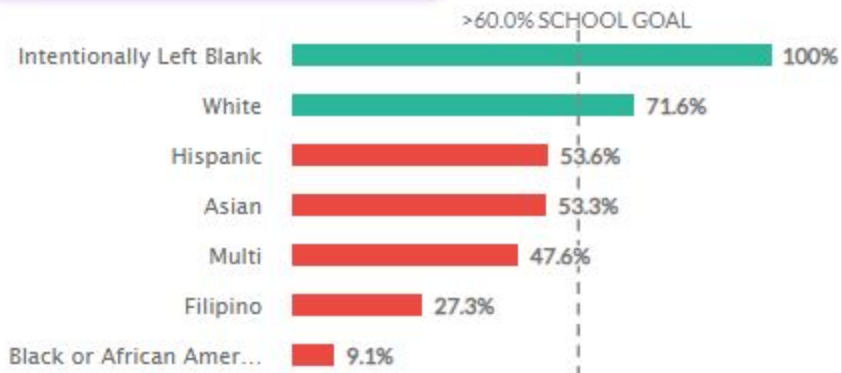
State SBAC Math Proficiency

2017-2018

55.6%

School Overall

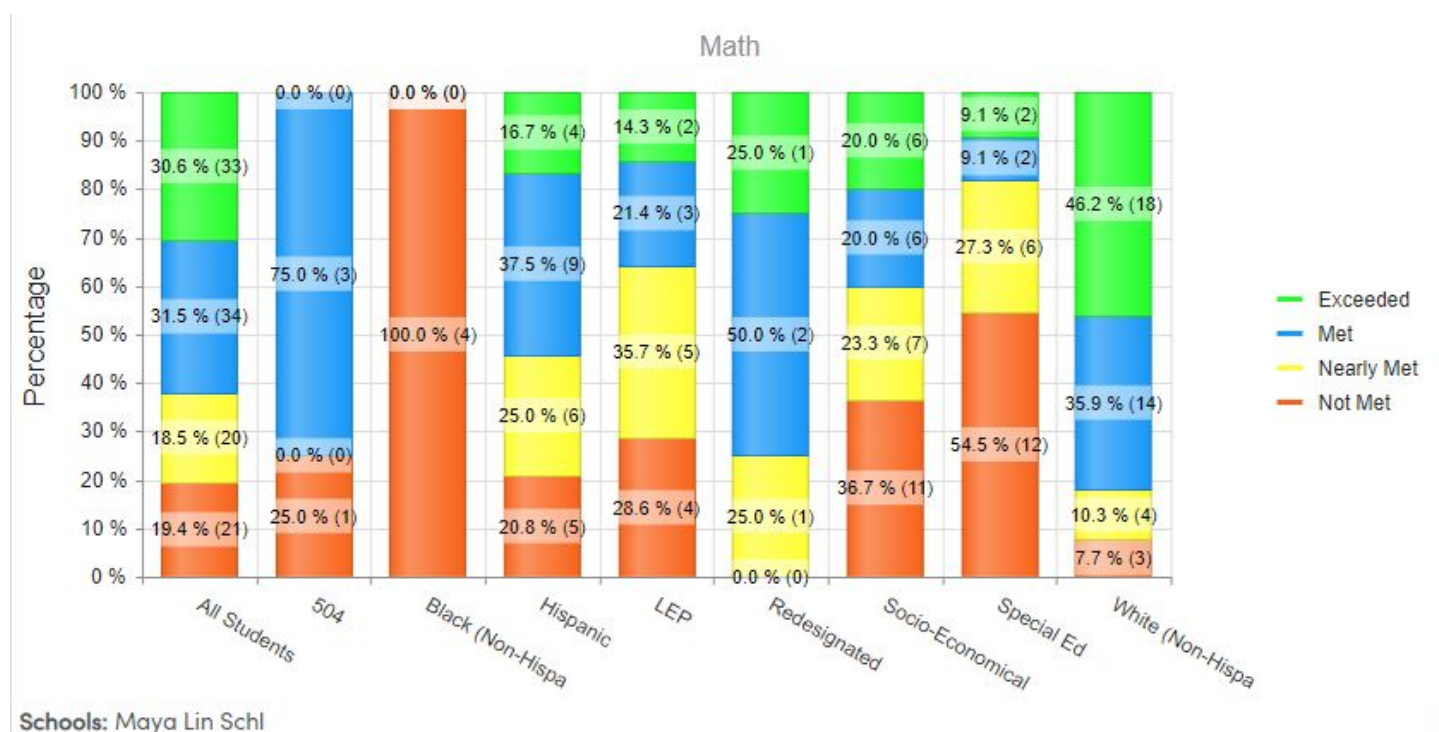
Primary Ethnicity



Smarter Balanced Math Average Distance From Met

Average distance from the minimum level 3 cut point for students who took the Smarter Balanced Assessment

	2015-2016	2016-2017	2017-2018
American Indian or Alaskan	-44.3	-45.9	-51.8
Asian	43	41.8	42.5
Black or African American	-65.2	-83	-83.4
Filipino	-5.5	-14.4	-4.5
Hispanic	-32.9	-28.8	-25
Intentionally Left Blank	54.1	17.8	8.1
Multi	12.4	21.5	28.6
Pacific Islander	-56.1	-86.6	-77.2
White	21.8	24.9	28.7



Needs Analysis:


- While there was a slight increase in the percentage of socioeconomically disadvantaged (SED), the three year pattern of a decrease in our English Learners and SED subgroups continues. 2018-2019 was our first year as a non Title 1 school. From 2012-2018 Title 1 funds supported a full time reading intervention teacher.
- Our Multi-racial subgroup continues to increase and our percentage of Hispanic students has remained constant.



- While the SBAC results show overall proficiency growth in ELA, overall growth in ELA has been slow in the past three years as indicated by the Average Distance from Standard Met data with some sub groups showing a decline.
- In math, there has been steady progress in proficiency as indicated by the Average Distance from Standard Met data except for our African American and Pacific Islander students.
- Using the STAR and ESGI assessment systems in addition to teacher and AUSD benchmark assessments, we need to adjust instructional practices to ensure good first Tier 1 instruction and determine appropriate Tier 2 and 3 interventions for both ELA and Math. 2018-2019 was our first year as a non Title 1 school.
- Working with the AUSD Special Education Department, we need to evaluate the progress of identified students towards achieving the standards. Are replacement curriculums being utilized addressing the learning gaps for some of our highest need students?



Site Goals, Actions, and Metrics (LCAP Goal 2)


Data Driven Improvement Timeline:




- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 <p>Site Goal A</p>	<p>By the end of the 2019-2020 school year, staff will have identified and implemented 3-5 high-leverage instructional practices schoolwide (1 teacher selected practice from the MLS Integrated Practices Rubric- IPR) that support integrated learning and Standards-based instruction within all classrooms:</p> <ul style="list-style-type: none"> • By December 1, staff will identify 3-5 high-leverage schoolwide instructional practices to implement schoolwide, as measured through the use of walkthrough data and teacher self-assessments. Staff will also select 1 practice from the IPR to focus on individually. • By June 2020, 75% of staff will have implemented the teacher selected practice from the IPR and 3 of the 5 identified schoolwide practices, as measured through the use of walkthrough data and teacher self-assessments • Staff will use the MLS Instructional Practices Rubric (IPR) to self assess at the beginning and end of the school year. • A survey will be given at the end to measure the instructional practices process. It should indicate that at least 70% of teachers found the process relevant in improving their practice.
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 Metric(s) to Assess Impact		1. Classroom walkthroughs 2. Self assessment/survey of professional growth		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.A1	During collaboration time, staff will review and self assess using the Instructional practices rubric. The site leadership team will work with the principal to structure a staff process for selection of 3-5 school wide instructional practices instructional practices.	Principal, Site Leadership Team	All	September 2019 - May 2020
2.A2	Instructional practices will be implemented and site walk throughs will occur.	Principal, Site Leadership Team	All	January - April 2020
2.A3	Google survey developed and given to staff measuring the relevancy and impact on their teaching of the identification of instructional practices as a staff and the individually selected practice from the Instructional Practices Rubric (IPR)	All Staff		May 2020
2. A4	Coaching/Training - Teachers will be encouraged to participate in off site training including: <ul style="list-style-type: none"> - SIPPS - LLI (Fountas Pinnell Intervention) - Math, ELA, ELD after school sessions with AUSD coaches - Orton Gillingham - Integrated Learning 	Principal, All Staff	All	Ongoing

 Site Goal B	Using a chosen arts integrated lesson, all students will write a reflection (artist statement) about their process to create an integrated project. Elements of the AUSD writing rubric will be used as a base rubric with the Studio Habits of Mind and critical thinking measures being added to measure site objectives.
 Metric(s) to Assess Impact	1. CAASPP Strand for Listening Speaking Spring 2020 2. Report Card Listening and Speaking -Second Trimester 3. Staff created writing rubric

#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.B1	Rubric Created using elements of the AUSD writing assessment. Studio Habits of Mind and critical thinking elements to measure site objectives.	Rubric Team, Art Teacher, Principal	All	May 2019- September 2019
2.B2	Instruction of identified art lesson to all grade levels	Art Teacher	All	September - November 2019
2.B3	Scoring of student papers and data analysis against the rubric.	All Staff	All	November - March

 Site Goal C		Use of assessment data to guide instruction - Staff will regularly (at least once a month) use assessment data to inform instructional practices on Tier 1 and 2 instructional practices.		
 Metric(s) to Assess Impact		Staff and Grade Level Meeting agendas		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.C1	Review of CAASPP performance, ESGI and STAR assessment data and school wide demographics to establish baseline for 2019-2020.	Principal, Staff	All	August-September 2019
2.C2	Additional staff training on ESGI and STAR student assessment screeners as needed. AUSD to provide training on new data assessment system during th 2019-2020 school year.	Staff and Principal	All	August - October 2019
2.C3	Review data ongoing during staff and Grade Level days. Data discussions will focus on curriculum being used, instructional practices and groupings of students for Tier 2 and designated EL instruction. Students not showing progress with Tier 2 interventions will be referred to the COST team.	Staff and Principal	Tier 2 and EL students	August 2019-May 2020
2.C4	As the data indicates the need for Tier 2 and Tier 3 interventions, site LCFF funds will be restructured with other available	Staff, Principal, School Site Council, PTA	Tier 2 and Tier 3	October 2019-April 2020

	funding to create needed intervention supports			
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Planned Improvements in Student Performance:

LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success

Identified Districtwide Goal 3 Needs

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

AUSD uses the WestEd [California School Parents Survey \(CSPS\)](#) to measure LCAP goal 3

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of respondents that strongly agree or agree that school actively seeks input of P/Gs before making important decisions	62%	76%	62%	62%	70%	70%	75%	75%
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	91%	84%	91%	85%	91%	89%	92%
% of respondents reporting that they have attended one or more school or class event at school	90%	92%	94%	94%	95%	95%	96%	96%

School Site Analysis and Prioritized Actions (LCAP Goal 3)



Description of CURRENT school actions/services in support of LCAP Goal 3:

Maya Lin School uses a variety of strategies to maintain consistent communication with our families. Blackboard connect is used to send both robo calls and emails to our community with school event information and updates. The school newsletter and calendar of events is published bi-weekly. It is sent home electronically and published on our school website. The Maya Lin school website provides links to school resources including the PTA, curriculum tools for families, a Google calendar and important AUSD information. The opening ceremony each morning on the playground is another source of information for those families able to attend each morning. The English Language and Advisory Committee meets 5 times a year and focuses on sharing information with our English Learner families on our school innovative program and supporting their child's learning at home. The School Site Council meeting monthly to review progress on the Single School plan and ongoing innovative program updates.

Teachers meet with families throughout the year to hear about their child's progress. Back to School Night, fall and spring conferences and Open House are calendared opportunities for all families. In addition, staff use email, phone calls and texts throughout the school year to contact parents/guardians.

Our school mission statement clearly represents the value we hold in ongoing learning for all members of our community. Parent Universities are held each year for math, art, literacy and the Toolbox social emotional learning program to deepen community members understanding of resources to support their child's learning. During the 2019-2020 school year we will be hosting the AUSD School Smarts program. During the 2017-2018 school year, 27 Maya Lin parents attended this course to learn more about the school system and how they could be an advocate for their child's education. 2018-2019 was the second year of the Maya Lin Social Justice and Equity Committee. This committee comprised of parents and staff, met monthly to plan community learning focused around the screening of a film. This year's films included, "The Mask we Live In" and hearing Justice. Both films included a facilitated conversation where community members had the opportunity to share and expand their understanding of social justice and equity for all.

An active PTA provides numerous opportunities for parents to get involved at Maya Lin School! Being part of the PTA Executive Board, organizing a school fundraiser or volunteering at one of the many school events taking place throughout the year are all ways for families to connect with the Maya Lin Community. The PTA hosts a coffee twice a month which provides those who attend an ongoing means of getting information about school events and initiatives.



Data Analysis:

Blackboard Connect: This communication system is used weekly for both school and PTA communication of important information and school events.

Parent Teacher Conferences: 97% of our families attended the fall parent teacher conference. This is consistent with the 2017-2018 school year.

Attendance at Site Council Meetings

- English Language Advisory Committee Meetings (ELAC): For the four meetings held from October - April 2018-2019, we had 1 attendee at each meeting.
- School Site Council - There are 10 members of the council: 5 parents and 5 staff members. Attendance at the monthly meetings has been consistently 7-9 members of the council providing a quorum for voting.

Parent Universities: The attendance this year at both our Art University (5 attendees) and Toolbox (11 attendees) events was smaller than 2017-2018. Math University continues to draw our largest number of participants (35 attendees) for the 2018-2019 school year.

Volunteers: Areas for school volunteers are in the classroom, field trip chaperones, garden, and in roles associated with the Maya Lin PTA.



Needs Analysis:

- Blackboard Connect has been useful tool for communicating with families. We need to survey our families during the 2019-2020 school year to learn what is the best communication tool for reaching all families with information about school events.
- Our Parent Universities are one of our key components of outreach to families. We need to ensure we are reaching all families with the information about these events. With the support of our PTA, we will continue to offer childcare to ensure as many parents as possible can attend.
- Increasing attendance at our ELAC meeting is a primary goal. Although robo calls were sent in both English and Spanish to all English Learner families, our attendance was low.




Engage families of students from underrepresented populations:

- Greater need to engage particular subgroups in site councils and school events: African American, Students with Disabilities, Socioeconomically Disadvantaged, EL students
- Promote School Smarts parent program as an option for increasing family engagement and knowledge about in school and district processes.




Site Goals, Actions, and Metrics (LCAP Goal 3)




Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 Site Goal A		Parent Engagement - Parent engagement in school councils, and attendance at Parent University Nights will increase overall by focusing on subgroups especially families of our EL, African American, SED and Special Education students. We should see an increase of ELAC participation enough to have at least 5 families of students in the EL program (10% of EL population) represented at ELAC meetings.		
 Metric(s) to Assess Impact		1. Sign-in sheets for Parent University Nights 2. Sign-In sheets from ELAC meetings.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.A1	Parent Universities: Events will be scheduled and placed on the school calendar at the beginning of the school year. <ul style="list-style-type: none"> - Math - Art Centered Integrated Learning - Literacy - Toolbox 	Principal, Staff	All	August
3.A2	ELAC Meeting: We will increase promotion for meetings to include: Robo calls and emails in Spanish, signage around campus.	Principal, Office Staff	English Learners	August - May
3.A3	Classroom Teacher Outreach: Teachers will identify specific families, focused on our subgroups, to invite to Parent Universities and ELAC meetings.	Staff	English Learners and identified Sub Group populations	August - May

3. A4	Community Ambassadors: Identify a member of school community subgroups interested in being an ambassador for that community reaching out with parent information.	Principal, Staff, PTA Executive Board, Social Justice and Equity	All	August - December
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 Site Goal B		We will conduct a parent survey to determine the best way to communicate information to our Maya Lin Families and inform families on volunteer and Leadership opportunities at the school. We will survey parents to determine the best type of parent engagement activities.		
 Metric(s) to Assess Impact		1. Parent survey		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.B1	Survey developed with input from staff, PTA Executive Board, School Site Council.	Principal, Staff		October - December
3.B2	Survey results reviewed with staff, School Site Council and PTA Executive Board. Action steps determined based on survey results	Principal, Staff, School Site Council, PTA Executive Board		January
3.B3				

 Site Goal C		Our PTA will work in coordination with district staff and the principal to host School Smarts at Maya Lin for the 2019-2020 school year. We will reach out to all sub groups encouraging them to attend.		
 Metric(s) to Assess Impact		1. Attendance sheets will be reviewed from School Smarts to determine the number of families attending from our EL and sub groups populations.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)

3.C1	Outreach to families through beginning of the year communication to families, back to School Night, Robo Calls	Principal, Office staff	All	Ongoing
3.C2	Classroom Teacher Outreach: Teachers will identify specific families, focused on our subgroups, to invite to Parent Universities and ELAC meetings.	Principal, Classroom teachers	All	Ongoing

Planned Improvements in Student Performance: LCAP Goal 4 - Ensure that all students have access to basic services

Identified Districtwide Goal 4 Needs

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.

- Maintenance of a highly qualified teaching staff. As specified through the recent differentiated assistance process, the recruitment and retention of qualified Special Education teachers is a particular need.
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of Teachers fully credentialed and highly qualified	95%	91.3%	97.9%	96.1%	98%	100%	99%	100%
% of Teachers qualified to teach English Learners	98.8%	100%	98.8%	100%	100%	100%	100%	100%
% of Teachers appropriately assigned	99%	100%	99%	96.1%	100%	100%	100%	100%

# of substantiated Instructional Materials Williams complaints per year	0	0	0	0	0	0	0	0
% of School sites scoring at least 'good' using Facilities Inspection Tool (FIT)	100%		100%		100%		100%	

School Site Analysis and Prioritized Actions (LCAP Goal 4)

 **Description of CURRENT school actions/services in support of LCAP Goal 4:**




 **Data Analysis:**

 **Needs Analysis:**

Site Goals, Actions, and Metrics (LCAP Goal 4)

Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 Site Goal A		Adequate instructional materials		
 Metric(s) to Assess Impact		1. No instructional related Williams Complaints		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
4.A1	Duplication	Office Staff	All	Ongoing
4.A2	Instructional Materials	Office Staff	All	Ongoing
4.A3	Supplies	Office Staff	All	Ongoing

Summary of Expenditures to Achieve Site-Specific Goals

[Insert table from excel document ([template here](#))]

Site Budget Allocations		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative
		24, 600				\$102,437.00

Summary of Expenditures to Achieve Site-specific Goals								
Action Number(s)	Target Student Group(s)	Expenditure Amount						Expenditure Type
		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative	PTA/ Donation	
1.A2	All						\$500.00	Materials/Supplies
2.A2	All	\$500.00						Materials/Supplies
1.B1	All							
1.B2	All	\$750.00						Teacher Hourly
1.C3	varies - Tier 2 intervention	\$4,300.00					\$3,500.00	Certificated Salary
2.A4	All	\$2,350.00				\$9,500.00		Professional Development
2.B1	All	\$500.00						Teacher Hourly
2.B2	All					\$100,107.00		Certificated Salary
2.C2	All	\$800.00						Teacher Hourly
2.C3	African American, EL, SED, SpEd.	\$5,601.00						Substitutes
2.C4	African American, EL, SED, SpEd.	\$7,900.00						Certificated Classified Salary

3.A1	All	\$1,500.00						Teacher Hourly
3.B1	All	\$500.00						Teacher Hourly

Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$
Total amount of federal categorical funds allocated to this school	\$

School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ Ethnicity	Primary Language	ROLE*
Lori Pondok	F	Hispanic	English	Classified Staff
Andrea Beck	F	Caucasian	English	Staff
Gabrielle Hoffman-Ellis	F	Caucasian	English	Staff
Lauren Leinweber	F	Caucasian	English	Staff
Carrie Hahnel	F	Caucasian	English	Parent
Tracey Patterson	F	Caucasian	English	Parent
Shawnee Keck	F	Caucasian	English	Parent
Deb Balot	F	Caucasian	English	Parent
Robin Pressman	F	Caucasian	English	Parent
Judith Goodwin	F	Caucasian	English	Staff
#s of members of each category				5 Staff 5 Parent /Guardian

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

Site Validation Questions

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed? Yes
2. Does the race/ethnic/primary language composition of the SSC reflect your school population?
No, the council is predominantly Caucasian and female.
3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?
We discuss issues, needs, ideas and proposals that come from staff meetings, ELAC, PTA and Leadership in our SSC. When recruiting nominees for parent representation, we actively approach parents from different stakeholder groups.
4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?
This year, input for the Single School Plan has been received during ELAC meetings. There has been limited attendance at these meetings so the input has come from 1 -2 parents who attended the meetings.

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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

(Check those that apply):

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school 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. This school plan was adopted by the school site council on: .

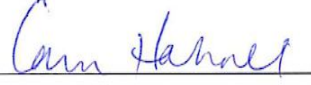
Attested:

Judith Goodwin
Typed name of school principal


Signature of school principal

4-30-2019
Date

Carrie Hahnel
Typed name of SSC Chairperson


Signature of school principal

4-30-19
Date

APPENDIX A: Special Education Addendum

Question:

Are special education staff members providing support to general education students at your school site? Yes

If so, please provide a description of the ways in which support/services are provided:

Under the guidelines for RTI, our special education and general education teachers collaborate to support the learning needs of students who qualify for Tier 2 interventions. This is a proactive measure for intervention and to decrease the number of students referred for assessments. Support for students is provided in small groups. Students are identified the COST referral process where the data from prior interventions implemented is reviewed. If the intervention needed is available, the COST team assigns the student to the intervention.

APPENDIX B: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:

<http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

Sites can reference elements of the SPSA above in addressing each of the components below.

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

APPENDIX C: Innovative Program Review of Progress - Guiding Questions

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage

1. When and why did the program start? Pg. 3
2. What is the vision and mission of the program? Pg. 3
3. What are the goals of the program? Pg. 3
4. What are the student performance expectations resulting from being a different type of program? Pg. 3,4
5. How will the program measure progress towards goals? Pg. 15, 16, 17, 27, 28, 29, 33, 34
6. How will the school know that students are learning? Pg. 15, 16, 17, 27, 28, 29, 33, 34
 - a. What will this look like in the classrooms? Pg. 3-5
7. How will the school know whether students are engaged? Pg. 3-5
 - a. What will this look like in the classrooms? Pg. 3-5
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance?Pg. 15, 16, 17, 27, 28, 29, 33, 34
9. How will the program encourage parental and community input and involvement? Pg. 31-34

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence? Pg. 3-5
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence? Pg. 3-5
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence? Pg. 8, 9, 20, 21, 31, 32
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?Pg. 8, 9, 20, 21, 31, 32
5. To what extent do teachers analyze data collaboratively? Evidence? Pg. 15, 16, 17, 27, 28, 29, 33, 34

Theory of Action

1. Given the current reality, what is the Theory of Action? Pg. 3
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math? Pg. 27 - 29
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap? Pg. 26 - 29

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.
 - Comment on the allocation and usage of resources based on data analysis. Pg. 21-26
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
 - What effective strategies are used to evaluate student learning and engagement? Pg. 20-21
3. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set? Pg. 15, 16, 17, 20, 27, 28, 29, 33, 34
4. How are teachers provided feedback on instructional practices to improve instruction? Pg. 35
5. How is the program's theme integrated into your teacher practices and learning outcomes? Pg. 3-5, 20, 21

Findings and The Road Ahead

1. Identify and discuss significant accomplishments. What learning and surprises emerged? Pg. 3-5
2. Identify and discuss the areas that need improvement. Why? Pg. 3-5,8, 9, 20, 21, 31, 32
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently? Pg. 14,15, 20,21, 26,27, 32
4. Discuss how the program has changed over time. Pg. 3-5