MAYA LIN ELEMENTARY
SINGLE PLAN FOR STUDENT
ACHIEVEMENT (SPSA)
2022-23

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Date of BOE Approval	

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.

Districtwide Goals

Vision

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make a meaningful, positive impact in their lives, the lives of others, and the world around them.

Local Control and Accountability Plan (LCAP) Goals

AUSD is maintaining the five Goals as listed below and refining some Actions and Metrics as indicated in the LCAP Goals section:
1) Eliminate barriers to student success and maximize learning time
2) Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
3) Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
4) Support parent/guardian development as knowledgeable partners and effective advocates for student success
5) Ensure that all students have access to basic services

District Theory of Action

By focusing our efforts on the students who need it most, we will improve outcomes for all students.
- As an organization, we need to improve outcomes for our African American/Black students, English Learning students, and students with Individualized Educational Plans (IEPs)

Student level goals (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

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

State Priorities: Pupil Engagement and School Climate
District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

AUSD's routine review of attendance and discipline data consistently identifies the need for districtwide action to improve student outcomes in both areas and to apply additional attention to the disproportionate outcomes of our focal student groups. We strive to:

- + Improve student attendance including increasing basic attendance rate and decreasing the chronic absenteeism rate. Decreasing the chronic absenteeism rate is especially important for our focal student groups as they have disproportionately high rates.
- + Decrease class time missed as a result of discipline including reducing both suspension and expulsion rates. Decreasing the suspension rate is a particular need for our focal student groups as they have disproportionately high rates.
- + Improve graduation rate including reducing middle and high school drop-out rates and increasing high school graduation rate.

⌖ District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 (Data Quest)		2018-19 (Data Quest)		2019-20 (Schoolzilla/AERIES)	
		District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		9.1%	8.9%	8.9%	5.8%	8% (March)	6.1%
Suspension Rate/Office Discipline Referrals % of students suspended anytime during the year. If suspension rate is under 2.5%, look at office discipline referral rates.		2.8%	1.6%	2.4%	1.1%	1.3% (March)	0.7%
Graduation % of four-year cohort completing graduation requirements		93.2%		91.9%		93%	
CHKS: % of students reporting 'agree' or 'strongly agree' (sec) OR 'most	5th	86%	81%	85%	86%	82%	83%
	7th	62%		64%		60%	

| of the time/all of the time' (elem) to feeling safe in their school | 9th | 60% | | 64% | | 60% | |
| | 11th | 63% | | 64% | | 62% | |

🔍 Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:
- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid
- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

Chronic Absenteeism

Prior to the COVID-19 pandemic, chronic absenteeism had been decreasing over a 3 year period. Unfortunately, this trend has been disrupted during the 21-22 school year. As of March 28, 2022, 20% of students at Maya Lin School are chronically absent. The lowest levels are seen in August (11.7%) and December (15%); the highest rates of chronic absenteeism have been in January (20.7%) and tapering off only slightly to 20% in February and March. The January and February data coincides with the Omicron surge; there have not, however, been any positive COVID cases in March 2022, yet there is a 20% rate of chronic absenteeism.

This is a significant jump from previous years, which had been downwardly trending from 8.9% in 2017-2018 to 6.1% in 2019-2020. Of those students, the rates are disproportionate by different sub-groups:
- ***Students of color - especially Black students - have much higher rates of chronic absenteeism than white students:*** 60% (12 out of 20) of Black or African-American students, 43% Filipino (6 out of 14), 29% Latinx (27 of 92), 22% Of Asian (11 out of 50), 19% of Multi-Ethnic (18 out of 95), 17% of Intentionally Left Blank (3 out of 18), and 9% (15 out of 172) of White students.
- ***Students who are social-economically disadvantaged have much higher rates of chronic absenteeism than their peers:*** SED - 42% SED vs 13.5% Not SED
- ***Students with IEPs have higher rates than students who do not have IEPs:*** 35% for students with IEPs and 16% for students who do not receive Special Education services.
- Kindergarten students have the highest rates of chronic absenteeism:
- ***Boys have slightly higher rates of chronic absenteeism than girls:*** 24% for students identified as male and 16% for students identified as female.

Discipline

There have been 4 suspensions this school year (2 for 1 student); all 3 students on boys with IEPs. This

accounts for less than 0.1%, which is only slightly lower than previous years and below the district average. As of April 1, 2022, there have been 37 Office Referrals this year, 34 of which are for male students. In general, most discipline is handled by individual teachers within their classrooms. The majority of office referrals have been for a single student, who is transitioning to a different set of supports along the special education continuum of services. Of the remaining office referrals, the majority are from recess and lunchtime, when and where there is less structure.

California Healthy Kids Survey
Maya Lin students respond comparably to students across the district that they feel safe at school. The numbers for this year reflect what they have indicated in previous school years. It should be noted that the 2021-22 CHKS data is somewhat incomplete. Only 34 of the 75 5th graders at Maya Lin School completed CHKS. One of the 5th grade teachers missed the window, so the official CHKS only reflects only 45% of students in the grade. In order to collect further info, we gave a shortened survey with some CHKS questions to 50 5th and 4th graders who did not take the official CHKS. The info below is an estimated aggregate of responses to the 2 surveys.

Strengths: 4 out of 5 students feel safe at school, cared for by staff, and supported to resolve conflicts and treat others with respect.
- 82% of students report that teachers and other grown-ups at school care about them most or all of the time.
- 83% of students report they feel safe at school all or most of the time
- 83% of students report that the school help students resolve conflicts with one another.
- 89% of students teach students to care about each other and treat each other with respect

Areas for Growth: Less than 3 out of 5 kids feel like grown-ups make an effort to know them, check in on how they are feeling, and teach students to understand how other students think and feel.
- 57% believe teachers and other grown-ups at school make an effort to get to know them most or all of the time.
- 52% believe adults check in with them to see how they are feeling.
- 60% believe the school teacher them to understand how other students think and feel.

Area for growth: Less than 1 in 3 kids reports feeling like they are given a chance to determine class activities or rules.

Identified Need: Using Additional Data to go Deeper

Ask yourself:
- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid
- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

Wellness Survey
The Wellness Survey is a social emotional learning AUSD internal assessment that is given to 3rd-5th grade students 4 times throughout the year (October, December, February, and April). AUSD made the February Wellness Survey optional, so fewer teachers gave the assessment. However, it is worth noting that there is incomplete participation by teachers at the first 2 intervals; only 65% of 227 3rd-5th graders took the Wellness Survey in October and down to 27% in December.

Suicide Risk Assessment
This year, the Principal has completed 9 Suicide Risk Assessments on students. Of those 9 students, 2 identify as male, 1 as gender non-conforming, and 6 as female. 5 identify as students of color (1 African American and 4 Black and another identity). Of the 8, 6 completed at least one Wellness survey (one left the school in September) and all 6 were flagged as needing follow-up support.

Toolbox Tools and PBIS School Wide Expectations
- 100% of classrooms have a Toolbox Tools poster up and the schoolwide expectations posted in the classroom
- 100% of classroom teachers have received training on Toolbox Project curriculum
- 100% of students have received schoolwide instruction about Toolbox tools
- 14 out of 19 classrooms have a Quiet Safe Place identified in the classroom

Restorative practices on campus
17 teachers have participated in training on restorative practices in the 2017-2018 school year. In May 2022, 13 teachers responded to an anonymous survey about their restorative practices.
- The strongest areas of self-assessment are positively narrating student choices,building community through weekly circles, and focusing on relationships.
- Our areas for growth (done least often by staff) are using reflection sheets to help students process behaviors and feelings, modeling conflict as a learning opportunity with classroom circles, using restorative questions and conversations to solve conflicts, and making positive phone calls home.
- Teachers expressed interest in training on daily restorative practices, leading community building, and using restorative practices to solve conflicts.
- Teachers also expressed interest in collaborating to develop a menu of restorative consequences, learning from each other's classroom practices, and exploring restorative practices as culturally responsive.

LCAP Goal 1: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

✏ **SMARTIE Site Goal A** *Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*	**Overall:** By May 2023, 100% of classrooms will utilize a restorative practices framework and implement SEL practices to support students' social-emotional needs, student-to-student relationships and problem-solving, and student sense of care from adults. **Equitable (AA/EL/IEP/CCEIS):** By May 2023, chronic absenteeism will be 10% for students who identify as African-American, English Learners, students

			Chronic absenteeism data		

who are socio-economically disadvantaged, and students with IEPs.

	📊 Measurable Outcomes	Chronic absenteeism data			

📊 Measurable Outcomes *Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels*	Chronic absenteeism data CHKS survey results Classroom walkthroughs

#	**⚙ Research-Based Strategies to Achieve Goal** *Consider the school budget, master schedule, collaborative structures, and professional development approach*	**How will you know the strategy is making progress towards your goal throughout the year?** *What information/data will you monitor? When? With whom?*	**Student Group Served (All/AA/EL/IEP/CC EIS)**	**Person(s)/ Teams Responsible for Actions and Progress Monitoring**
1.A1	Effective collection and use of Maya Lin School student support, wellness, and disciplinary data, in order to inform Tier 1 supports for students. ● All eligible teachers will ensure students complete Wellness Survey and CHKS, as well as complete Wolf Tags, Uh Ohs, and Office Referrals as needed. ● Identify a method and series of questions for students in the SDC class to respond. ● Collect street-level data through discussion/feedback questions developed by PBIS team and student groups. ● Share trends at staff meetings once per trimester and individual student information directly with teachers. ● Collaborate with GLST colleagues to identify appropriate supports and next steps for students.	Completion of Wellness Surveys and CHKS Notes from staff meetings Notes from class discussions Use of GLST tracker, to be reviewed by Intervention Lead	All	**Responsible for action:** Teachers, IL **Responsible for monitoring:** IL, PBIS Lead and Team, Principal **Consult/Inform**: SSC
1.A2	Use *The Restorative Practices Handbook* for school schoolwide **Restorative Practices** framework. ● Self-assess using a rubric with common restorative practices. Identify current strengths and areas for growth. ● (Re)train staff in restorative practices/framework. ● Staff facilitate 2-3 classroom circles each week. ● Staff develop a menu of options for logical and restorative ways to repair harm. ● Train 4th & 5th grade students to facilitate harm circles	Staff responses across year on Restorative Practices rubric Staff participation in restorative practices training Walkthroughs to observe classroom circles	All	**Responsible for action:** Teachers, Principal, PBIS Lead, IL **Responsible for monitoring:** PBIS Team, Principal, IL **Consult/Inform:**

		Staff development of common restorative consequences menu		SSC
1.A3	Strengthen implementation of **Socioemotional Learning Curriculum** for staff, students, and families. ● Principal highlight new Toolbox Tool every 2 weeks until all tools have been covered. ● Staff implement lessons and/or discussion during 2-week period of featured **Toolbox Tools** at Morning Opening. This may be incorporated into class circles. ● Utilize buddy classes to practice Toolbox tools. ● Provide staff with problem-solving scenario practice connected to Toolbox or resources like "Breath Like a Bear". ● Reinforce Toolbox strategies at home with family "kickoff" and schoolwide communications. ● Visual Toolbox Tools cues in common spaces on-campus.	Principal Morning Opening Walkthroughs to observe Toolbox Tools features Engaging families through newsletters	All	**Responsible for action:** Teachers, Principal **Responsible for monitoring:** Principal, ILT, PBIS Team **Consult/Inform**: SSC, PTA
1.A4	Continue to utilize and improve **school wide PBIS** supports: ● Begin year and return from breaks with strong Wolf Tag push. ● Simplify schoolwide expectations language and visual symbols and create new signs for common spaces ● Continue with Toolbox Ambassadors and Calm Zone.	Wolf tag data CHKS Wellness surveys Uh-ohs	All	**Responsible for action:** Teachers, PBIS **Responsible for monitoring:** PBIS Team, Principal **Consult/Inform**: SSC
1.A5	Increase **student leadership opportunities** around campus: ● Utilize student leadership groups to identify and solve problems around campus. ● Provide affinity group spaces (ex. GSA and Black student group). ● Begin year with a formal buddy class system. ● Increase student leadership opportunities for K-3 students and	CHKS Wellness Surveys Grade-level discussion "survey" notes	All, esp AA and GSA space	**Responsible for action:** Teachers, COST **Responsible for monitoring:**

	students in SDC classes. ● Grade level "survey" (class discussion) on what's working and how we can improve school culture ● Partner with parents/guardians to facilitate leadership opportunities for students (including Garden teacher, etc.)			IL, COST, Principal **Consult/Inform**: SSC
1.A6	Strengthen **Tier 2** school climate, behavioral, and social-emotional interventions: ● Provide a social skills group for students identified as needing additional supports. ● Implement structured recess	COST meeting notes and tracker		**Responsible for action:** Teachers, COST **Responsible for monitoring:** IL, COST, Principal **Consult/Inform**: SSC

LCAP Goal 2: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

The district is committed to the goal of preparing all students for college and work beyond their PreK-12 career by realizing the AUSD Graduate Profile. Outcomes for all students and focal student groups in UC a-g eligibility and other achievement indicators point to a need to improve overall and targeted programs supporting increased college readiness. We strive to:

- Improve student achievement on both statewide and local assessments. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the Math and ELA academic indicators.
- Increase College and Career Readiness. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the College and Career Readiness indicator.

District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dashboard		2019-20 Schoolzilla/AERIES	
	District	Site	District	Site	District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	14.3	-7.4	14.3	1.7		
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.8	-0.2	40.5	10.3		
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	56.5%		54.9%		58.2%	
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students	74.9%		73.2%		75.2%	
AP Enrollment: % of 10th-12th students in at least 1 AP course	51%		51.9%		52.5%	

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	56.6%		56.8%		60.3%	

Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:
- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid
- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

STAR
The table below shows the percent of students meeting the district STAR Reading benchmark in 2021-2022.

Category	Sub Group	Fall 21-22	Winter 21-22
By ethnicity	Asian	75%	74.2%
	Black or African Amer	45%	40%
	Filipino	62.5%	80%
	Latinx	58.5%	58.3%
	Intentionally Blank	100%	92.3%
	Multi-Ethnic	83.3%	84.6%
	White	85.7%	88.4%
English Learner Status	English	80.9%	81.4%
	LEP	38.9%	47.8%

Key findings:
- **Black and Latinx students have much lower STAR reading scores than white and multi-ethnic**

students, and the percentage showing proficiency on the district benchmark decreased from fall to winter.
- **Students who are English learners have much lower STAR reading scores than students for whom English is their primary language**. There was improvement from fall to winter.

F&P Reading Levels

The table below shows the percent of Kinder-2nd grade students meeting the district STAR Reading benchmark in 2021-2022, broken down by primary ethnicity.

	Begin.of Year 21-22 ⬍	1st Interval 21-22 ⬍	2nd Interval 21-22 ⬍
Asian		70%	61.9%
Black or African American		0%	0%
Filipino		33.3%	66.7%
Hispanic		11.8%	45%
Intentionally Left Blank		66.7%	60%
Multi		68.4%	79.1%
White		80%	71.4%

The table below shows the percent of Kinder-2nd grade students meeting the district STAR Reading benchmark in 2021-2022, broken down by English Learner status.

	Begin.of Year 21-22 ⬍	1st Interval 21-22 ⬍	2nd Interval 21-22 ⬍
English		65%	64.9%
FEP		66.7%	100%
LEP		27.3%	47.6%

Key findings:
- **Black and Latinx students have much lower F&P proficiency than other subgroups**, and 0 of the 5 Black students assessed show proficiency.
- **Students who are English learners have lower F&P proficiency than students for whom English is their primary language or who have been reclassified as English proficient**. There was improvement from fall to winter.

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Identified Need: Using Additional Data to go Deeper

Ask yourself:
- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.

- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid
- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

Maya Lin School is an arts integrated school who values multiple approaches to engaging students and multiple methods to assess student growth. AUSD has drafted a district graduate profile that recognizes the holistic educational experience of students. At Maya Lin School we will continue to close the opportunity gap that persists in our reading and math scores; we also want to better understand how our integrated arts approach develops our students in areas such as critical thinking, collaboration, and other key areas. We are not yet able to effectively and consistently measure if growth is happening because we have not yet defined for our elementary school what this holistic measure looks like for our students.

LCAP Goal 2: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

↗ **SMARTIE Site Goal A**	**Overall:**
Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.	By May 2023, 100% of students at or below grade level will show growth of 1 year (based on grade level equivalent) of growth on the STAR Reading or Fountas & Pinnell assessment. **Equitable (AA/EL/IEP/CCEIS):** 85% of African-American, Latinx, English Language Learner students who are currently below grade level will increase their STAR Reading or F&P levels by at least 1.5 years (based on grade level equivalent.

📊 **Measurable Outcomes**	STAR Reading Assessment
Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels	F&P and Sets (formative)

#	⚙ **Research-Based Strategies to Achieve Goal** *Consider the school budget, master schedule, collaborative structures, and professional development approach*	**How will you know the strategy is making progress towards your goal throughout the year?** *What information/data will you monitor? When? With whom?*	**Student Group Served (All/AA/EL/IEP/CCEIS)**	**Person(s)/ Teams Responsible for Actions and Progress Monitoring**
2.A1	**Effective collection and use of analysis of literacy dat**a. ● Collect STAR Reading, K Literacy Assessment, and F&P data from 100% of students. ● Expand F&P data to include 3rd-5th grade students who are in the Intervention and Urgent Intervention levels.	STAR Reading, K Literacy Assessment, and F&P data from 100% of students. Student tracker	All	**Responsible for action:** Teachers, ILT **Responsible for monitoring:**

		Teacher collaboration meeting notes and next steps for students.		Coach, IL, principal **Consult/Inform**: ILT, ELAC, SSC
	● Collaborate with grade level loop colleagues to analyze data and identify next steps to support student reading growth through Tier 1 practices. Focus on African-American, Latinx, and English Language Learner students. ● Progress monitor next steps for students in tracker with all students who are below grade level. Begin the year by identifying goals for each student who is below grade level (ex. Student at Level A in F&P should be at Level D by end of year) and evaluate growth throughout the year. Utilize different assessments to monitor growth.			
2.A2	Implement a **PLC structure for grade level loops** to collaborate, collect/analyze street level data, and share best practices around with the essential question. **Focus is on AA Latinx, and EL students**. ● Teachers make a SMARTE goal around the Essential Question: *How can I use Tier 1 instruction to support reading growth for my Black, Latinx, and English Learner students?* ● Possible focus areas are: Small groups and/or literature circles, upper grade word work (morphology and vocabulary instruction), small group phonics instruction, incorporating Orton-Gillingham technique, or effectively utilizing independent reading time.	Teacher collaboration meeting notes and next steps for students	Black, Latinx, and English Learner students	**Responsible for action:** Teachers, ILT **Responsible for monitoring:** Coach, IL, principal **Consult/Inform**: ILT, ELAC, SSC
2.A3	Effectively **structure and utilize Response-to-Intervention block time** to meet the needs of a range of learners.This will include utilizing collaboration time in order to: ● Develop a structure with input from intervention and special education staff for RTI blocks. ● Refine MTSS menu of services (including SIPPS and Orton-Gillingham) ● Train teachers and paraprofessionals in OG and SIPPS; train parent reading volunteers.. ● Prioritize Tier 2 intervention for students at "Urgent Intervention" on STAR assessment and "Intervention" for students who are	COST Tracker Intervention groups Staff participation in training Walkthroughs to observe intervention groups and SWAP Collaboration notes	Students reading below grade level, with focus on students who are AA, Latinx, ELL.	**Responsible for action:** Teachers, principal, IL, Coach **Responsible for monitoring:** IL, Principal, Coach **Consult/Inform**: ILT, COST, ELAC, SSC

		AA, Latinx, and EL. ● Create an action plan that gradually builds towards grade level Switch With A Purpose (SWAP). Build in regular collaboration time for teachers to coordinate. ● Utilize grade level collaboration time for teachers to discuss student needs, progress, and support strategies during RtI block (including SWAP).			

↗ **SMARTIE Site Goal B** *Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*	**Overall:** By May 2023, Maya Lin School will have a graduate profile, which articulates grade level goals and incorporates student, staff, and family feedback. **Equitable (AA/EL/IEP/CCEIS):** By May 2023, Maya Lin School will collect feedback from families with kids who identify as African-American, EL, Latinx, and/or having an IEP.		
📊**Measurable Outcomes** *Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels*	Maya Lin School Graduate Profile		

	⚙ **Research-Based Strategies to Achieve Goal** *Consider the school budget, master schedule, collaborative structures, and professional development approach*	**How will you know the strategy is making progress towards your goal throughout the year?** *What information/data will you monitor? When? With whom?*	**Student Group Served (All/AA/EL/IEP/CCEIS)**	**Person(s)/ Teams Responsible for Actions and Progress Monitoring**
2.B1	Draft key components of Maya Lin School Graduate Profile ● Establish a shared "why" for our graduate profile. ● Build from AUSD Graduate profile and sample graduate profiles from integrated arts schools to draft MLS profile. ● Articulate goals between corresponding grade levels (ex. End of K…, end of 1st…). In future this could be linked to student-led conferences. Work with the Special Education team to ensure appropriate scaffolding.	Draft profile	All	**Responsible for action:** Teachers, principal, coach, Arts Leadership **Responsible for monitoring:** Arts Leadership, ILT, Principal, Coach

				Consult/Inform: SSC, ELAC, SJEC, PTA
2.B2	Collect and incorporate feedback on Maya Lin School Graduate Profile from staff, families, and students.	Notes from feedback sessions and subsequent drafts	All	**Responsible for action:** Principal, ILT **Responsible for monitoring:** Arts Leadership, ILT, Principal, Coach **Consult/Inform**: SSC, ELAC, SJ&E, PTA

LCAP Goal 3: Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

A review of district wide data demonstrates the need for focused increase of services for English Learners. AUSD continues its focus on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans. We strive to:

- Improve the achievement of English learning students.
- Implement State Standards for English learning students.

District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dashboard		2019-20 Schoolzilla/AERIES	
		District	Site	District	Site	District	Site
EL Reclassification: % of English Learners who were redesignated as RFEP		12%	0%	21%	19.6%	14%	8.5%
ELPAC: % of students scoring 'moderately' or 'well developed' *		80.8%	77.6%	72.6%	73.8%	84%	
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	8.5%	11.5%	27%	36.9%	11.5%	5.7%
	6th-8th	4.6%		7%		5.2%	
	9th-12th	4.9%		9%		3.9%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%					
	6th-12th	97%					
ELD Standards	K-5th	70%					

Implementation: % of ELs receiving designated ELD	6th-12th	61%		98%		100%	

*to be replaced with growth metric when released spring 2022

LCAP Goal 4: Support parents/guardian development as knowledgeable partners and effective advocates for student success

State Priorities: Parental Involvement and Family Engagement.
District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

AUSD is committed to developing strong family-school partnerships to improve learning and outcomes for all students and in particular our focal student groups using the Dual Capacity-Building Framework for Family-School Partnerships. We strive to:
- Improve efforts to build relationships and trust with our parents/guardians
- 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

Annual Outcome	Fall 2021-22	
	District	**Site**
Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey	This survey is a new one and will be issued in the fall of 2021 to establish the baseline.	

Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:
- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid
- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

Maya Lin had relatively low participation in the family surveys this year, so higher participation is an area for growth. We have received the following feedback from families:
- SJEC Listening Session (general) in December 2021.
- SJEC Listening Session for families with kids in SDC classes: Overall appreciate the focus on inclusion and feel that their kids are well-supported in their classrooms. Would like the opportunity to connect more with each other given the unique needs for their children.
- SSC feedback on family goal in April 2022:
  - Teachers send pictures and share them.
  - PTA parents; room parents may not utilize their potential.
  - **Opportunity to reset for next year; this is the way to get parents to be more involved.**
  - Lots of categories, how can we engage parents that want to volunteer because they don't always know how to get involved, especially if they are new to school.
  - Fall events really build community, maybe more events one each spring to build more community.
  - Focus on fostering a sense of belonging and fostering a range of ways for families to participate.
- ELAC feedback on communication from May 2022 - Families who attended the meeting said they like ParentSquare for communication.

During the 22-23 school year, we used the following ways to engage with families:
- ParentSquare
  - Maya Lin News from Principal 2X/month
  - PTA Dispatch weekly - tried to coordinate content in both
  - Updates as needed
- Optional Equitable Start conference with hourly for up to 3 hours for teachers to meet with some families
- Fall conferences and Spring focused conferences
- Daily Morning Opening - This year families were not able to join us on
- PTA events, such as Harvest Haunt
- PTA Zoom Coffees, with low attendance
- SJEC hosted 4 events, including 2 meet-ups for parents with kids who have IEPs
- This school year we did not end up hosting any parent education nights

In terms of participation in key groups:
- No families showed up to our first ELAC meeting, but we increased up to 6-9 families joining for our final 2 meetings. We changed our recruitment method.
- Of the 10 members in our SSC, we consistently had 8 or more members at every meeting.

? Identified Need: Using Additional Data to go Deeper

Ask yourself:
- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid
- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

LCAP Goal 4: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

↗ **SMARTIE Site Goal A** *Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*	**Overall:** By May 2023, 85 percent of families (parents/guardians) will indicate that there are opportunities for involvement or participation at school. **Equitable (AA/EL/IEP/CCEIS):** By May 2023, 85 percent of families with AA/EL/IEP students will indicate that they see themselves as partners in ensuring that their student(s) make progress toward grade level standards.
📊 **Measurable Outcomes** *Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels*	Family Trust Survey ELD Needs Survey

#	⚙ **Research-Based Strategies to Achieve Goal** *Consider the school budget, master schedule, collaborative structures, and professional development approach*	**How will you know the strategy is making progress towards your goal throughout the year?** *What information/data will you monitor? When? With whom?*	**Student Group Served (All/AA/EL/IEP/CCEIS)**	**Person(s)/ Teams Responsible for Actions and Progress Monitoring**
4.A1	Host volunteer kickoff event at beginning of year that gives information to families about different ways to get involved with Maya Lin. Ensure appropriate translation at the event.	Volunteer participation throughout year	All	**Responsible for action:** Principal **Responsible for monitoring:** PTA

				Consult/Inform: PTA
4.A2	At the beginning of the year, give a translated letter to ELL families with info on being an English learner and ELAC dates.	Attendance at ELAC	ELL	**Responsible for action:** Principal **Responsible for monitoring:** ELAC, SSC **Consult/Inform**: ELAC leadership
4.A3	Host 2 evening parent education nights during the school year, ensuring that we provide appropriate translation support.	Attendance at parent education nights Event feedback	All	**Responsible for action:** Principal, ILT **Responsible for monitoring:** ILT **Consult/Inform**: SSC
4.A4	Daily Morning Openings with families back on campus and monthly Principal Coffees. Provide appropriate translation.	Responses on family trust survey		**Responsible for action:** SJEC, Principal **Responsible for monitoring:** Principal **Consult/Inform**: SSC
4.A5	Host 1 affinity group Principal Coffee for the each of the following core groups: ● AfAm families ● AAPI families ● Latinx families ● LGBTQIA families ● Families of kids with IEPs	Attendance at affinity coffees Responses on family trust survey	IEP/AA/Latinx/AfAm LGBTQIA/ME/AAPI	**Responsible for action:** Principal, PTA

	● Families of Middle East descent			**Responsible for monitoring:** Principal **Consult/Inform**: SSC, PTA
4.A6	Increase participation in family surveys, specifically: ● ELD Needs Survey ● Family Trust Survey	Participation on the ELD Needs Survey and Family Trust Survey	All/ELL	**Responsible for action:** Principal **Responsible for monitoring:** Principal **Consult/Inform**: SSC
4.A7	Each student receives one positive message home from a staff member during the first trimester of school	Phone call logs Family Trust Survey	All	**Responsible for action:** Teachers **Responsible for monitoring:** Principal, PBIS **Consult/Inform**: SSC

Annual Review

Analysis

Describe the overall implementation of the strategies/activities and the overall effective strategies/activities to achieve the articulated goal in the previous year.

[add text here]

Describe any major differences between the in~~~~~~~~~~~~~~~~~~expenditures to implement the strategies/activities to ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

[add text here]

Descri~~~~~~~~~~~~~~~, the annual outcomes, metrics or strategies/activities to ~~~~~~~~~~~~~~~. Identify where those changes can be found in the SPSA.

Expenditures to Achieve Site-Specific Goals

MAKE A COPY OF THE TEMPLATE FOR YOUR SITE FOLDER. COMPLETE THE TABLE, THEN PASTE TABLE HERE AND SELECT "LINK" IN CASE YOU MAKE ANY UPDATES IT WILL AUTOMATICALLY UPDATE HERE. SEE "EXAMPLE" TAB IN TEMPLATE FOR AN EXAMPLE.

2022-23 SPSA Expenditures Table

Budget Summaries

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ [Enter amount here]

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
[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: $ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $[Enter total funds here]

Appendix A: 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 programs 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	$ 0
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
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)	$ 0
Total amount of federal categorical funds allocated to this school	$ 0

Appendix B: School Site Council (SSC) Membership

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.The current make-up of the council is as follows:

Names of Members	ROLE*
Carrie Berg	Principal
Andrea Beck	Teacher
Patricia Sanchez	Teacher
Brooke Sussman	Teacher
Rosie Garcia	Classified Staff
Sharon Perkins	Chair/Parent
Andrea Makunje	Parent
Celina Kamler	Parent
Maria Garcia	Secretary
Tracy Lim-Adsura	Parent

*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.   The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update. Be sure to include how members of SSC and ELAC were involved:

In planning for 22-23 SPSA, we used the following opportunities to include stakeholders:

- ELAC Meeting in May 2022 (7 families)
- SSC Meeting in March 2022 (7 members) and May 2022 (9 members)
- Staff Meeting in April 2022
- Instructional Leadership Team - March and April 2022
- PBIS Team - May 2022

2.   Does the race/ethnic/primary language composition of the SSC reflect your school population? If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

Our race/ethnicity/primary language of composition of the SSC only partially reflects our school population. Of our 5 parent members, 2 identify as parents of color (AAPI and Latinx) and 3 identify as white. One of the white parents has 2 children who are multi-racial (AfAm and White), and multiracial students reflect 25% of our overall school population. We will continue to recruit families of color to be a part of SSC next year.

Appendix C: 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
The corresponding Title 1 funded elements of the SPSA above should be highlighted.

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 D: 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?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?
    a. What will this look like in the classrooms?
7. How will the school know whether students are engaged?
    a. What will this look like in the classrooms?
8. Identify the types of data that will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

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?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
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?
5. To what extent do teachers analyze data collaboratively? Evidence?

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

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.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?

3.   What effective strategies are used to evaluate student learning and engagement?
4.   To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
5.   How are teachers provided feedback on instructional practices to improve instruction?
6.   How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead

1.   Identify and discuss significant accomplishments. What learning and surprises emerged?
2.   Identify and discuss the areas that need improvement. Why?
3.   Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4.   Discuss how the program has changed over time.

2022-23 SPSA Expenditures Table

For each stratgy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implemetn these strategies/activities. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1	Magnet/ Innovative
Site Budget Allocations	$26,249.00	$5,781.00			

Summary of Expenditures to Achieve Site-specific Goals

Strategy/ Activity Number(s)	Target Student Group(s)	Expenditure Amount						Expenditure Type	Description
		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Magnet/ Innovative	PTA/ Donation/After School Program grant		
1A, 2A	AA, ELL, Latinx, SED	$5,042.00	$5,042.00				$25,000.00	1000s	0.3 Intervention Lead
1A,2A,2B,4A	All, AA, ELL, Latinx, SED	$1,540.00	$1,565.00					1000s	Hourly for parent events, etc
2A,4A	All, AA, ELL, Latinx, SED	$2,880.00						1000s	Sub days for assessment, IEPs
1A,2A,2B,4A	All, AA, ELL, Latinx, SED	$2,675.00						3000s	Benefits
1A,4A	All	$208.00						2000s	Hourly for front office
1A,4A	All	$82.00						3000s	Benefits
1A,2A	All	$8,000.00						4000s	Supplies & Materials
1A,2A,2B,4A	All	$4,500.00						4000s	Duplication
1A,2A,2B,4A	All	$400.00						4000s	Postage
								4000s	Fieldtrips
TOTAL		$25,327.00	$6,607.00						

KEY	FOR TABLE	HINTS
		Object Code Hints
Expenditure Types	Certificated Salary	(1000s)
	Classified Salary	(2000s)
	Benefits	(3000s)
	Materials/Supplies	(4000s)
	Services	(5000s)
Target Student Group(s)	All Students	
	SED Students	Socioeconomically Disadvantaged
	SWD	Students with Disabiilties
	ELL	English Language Learners
	UND	Unduplicated (EL and SED)
	Foster Students	
	Homeless Students	
	Varies	List one or more subgroups by race/ethnicity
	Other	

Maya Lin School
2022-23 SPSA 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):

__x_ School Advisory Committee for State Compensatory Education Programs

__x_ 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:

__Carrie Berg_____   _____   5/24/22
Typed name of school principal   Signature of school principal   Date

___Sharon Perkins_____   _____   5/24/22
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date