

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2023-24

School	Maya Lin
CDS Code	1611190139220
Principal Name	Carrie Berg
Telephone Number	510.748.4007
Address	825 Taylor Ave, Alameda, CA 94501
E-mail	cberg@alamedaunified.org
Date of SSC Approval	5/18/2023
Date of BOE Approval	Insert on Allsites Tab

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.

Purpose and Description

Purpose

ATSI

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, Students with Disabilities; Two or More Races were in the lowest status level for {all –or– all but one} of the state indicators. This plan will address ways to improve our school and student outcomes for Hispanic; Socio-economically Disadvantaged; Students with Disabilities in particular, based on doing a needs assessment and identifying resource inequities.

Description

To ensure that our school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, highlighting all student groups, including Students with Disabilities and Two or More Races. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance goals. Our SPSA aligns to Alameda Unified's LCAP goals and funding requirements of their respective program.

Stakeholder Involvement

Alameda USD schools rely heavily on our educational partners to ensure that we understand the needs of the community in conjunction with one of our guiding principles We believe that staff and administration should work alongside stakeholders to ensure that students are being given the services they need and are being challenged appropriately.

Each school site holds SSC meetings in accordance with CDE regulations and each school's SSC Bylaws. All SPSA are reviewed prior to board approval at the end of each Academic Year.

Schools whose threshold lies within state defined percentages hold ELAC meetings to ensure transparency around our students' education.

Resource Inequities

Due to our community demographics our resource inequities vary from other schools in our district. As this is the first year that Maya Lin has been on the ASTI list we are working under the premise that COVID affected our community in a disproportionate manner. In our upcoming year we will be bringing specific attention to Chronic Absenteeism rates and have built a school wide goal around support for all students.

Districtwide Strategic Plan and LCAP Goals

Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

Goal 2: Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Goal 3: Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires

Goal 4: Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning Strategic Plan Goal 2.2 Educators have dedicated time to collaborate, learn, and grow in service of student learning

Goal 5: Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most

Goal 6: Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

District Priority Practices

Targeted Universalism: By focusing our efforts on the students who need it most, we will improve outcomes for all students.

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	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking,	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults

	to state and district standards and school vision	writing, and academic language practice in service of grade-level standards	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 learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

All School Site Plans will focus their efforts on LCAP Goals 1 and 2.
Each school site's focal student group is African American.

LCAP Goal 1 : Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

LCAP Goal 2 : Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

District and Site Annual Outcomes

The proceeding academic data reflects data from the years where students received instruction primarily from in person teaching.

Annual Outcome	AY 2021-22			Annual Outcome	AY 2021-22	
	District	Site	A/A		District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	5.7	5.4	-76.6	EL Reclassification: % of English Learners who were redesignated as RFEP	56%	15.2%
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.5	20.2	-71.2	ELPAC: % of students scoring 'moderately' or 'well developed' *	76.40%	53.8%
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	58.90%			At-risk ELLs: % of English Learners at-risk of becoming K-5th	15.63%	15.2%

% of students with one or more D, F, or Is	11%			Long Term English Learners (LTELs)	6th-8th	2.78%	
					9th-12th	2.13%	
				Percent of students improving one or more ELPI levels		60.60%	N/A

District and Site Annual Outcomes -School Climate (Focus Chronic Absenteeism)

Key metrics highlighted are a focus for the district.

Annual Outcome	AY 2021 -2022		
	District	Site	A/A
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days	16.9%	17.7%	N/A
Suspension Rate/Office Discipline Referrals % of students suspended anytime during the year. If the suspension rate is under 2.5%, look at office discipline referral rates.	1.4%/3.2%	0.6%	N/A
Graduation % of four-year cohort completing graduation requirements	94.5%		
Engaged and Trusting Family Relationships % Positive responses on Family Relationships and Trust Survey	88%	100%	100%
California Healthy Kids Survey: % 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%	75%
	7th	71%	
	9th	66%	
	11th	64%	

SPSA Goal 1:

Goal 1 Instructional Focus (Theory of Action)
If we... understand the literacy needs of our students and adjust our teaching practices to meet students' individual goals
Then students will ... make growth in reading levels and writing products.

Then our Black A/A students will ... receive targeted and differentiated reading/writing support to improve literacy outcomes.

SMARTIE Goal 1:
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.

Which will result in.... increase by 1.5 years for all AA/EL/IEP students reading below grade level

As measured by... STAR assessment and F&P assessment.

Teacher Actions	SLT Actions	Leadership Actions
COLLECT DATA: -Give STAR assessments and complete F&P by AUSD deadlines -Identify 3 barometer/focal students from their class -Bring student work or assessments to collaboration each month	COLLECT DATA: -Remind teachers of assessment deadlines -Participate in learning walks, focused on Tier I instruction and RTI blocks	COLLECT DATA: -Provide K-2 teachers with sub day for F&P testing during the first round of testing -Develop repository (spreadsheet, etc) to capture focal student data and actions -Collaborate with SLT to conduct literacy walkthroughs to capture data on practices
MAKE MEANING OF DATA: -Examine assessment data to identify trends/patterns across the class -Look at student work to identify strengths and areas needing support -Work with grade level colleagues to identify a focus (instructional practice, target area) for the PLC work throughout the year; this can align to priority standards	MAKE MEANING OF DATA: -Examine schoolwide literacy data to identify trends -Collate STAR data to help teachers effectively utilize information -Facilitate PLC in which team identifies focus for work over the year -Develop agendas that contain protocols for examining student work and identifying next steps	MAKE MEANING OF DATA: -ILT agenda topics related to supporting use of data to guide instruction (making meaning of data, use of focal students) -Utilize reading data to work with coach/IL to identify possible push-in groups -Provide Staff Meeting time for teachers to explore and discuss priority standards in the ERG, focused on what proficiency looks like
IMPLEMENT NEW LITERACY PRACTICES BASED ON STUDENT DATA: -Based on data (student work, reading assessments), identify and try out new Tier 1 and/or Tier 2 practices; report back on progress to team -Group and provide differentiated reading support during the RTI block; adjust groupings and supports based on continuous progress monitoring	IMPLEMENT NEW LITERACY PRACTICES BASED ON STUDENT DATA: -Develop agendas that contain protocols for examining student work and identifying next step	IMPLEMENT NEW LITERACY PRACTICES BASED ON STUDENT DATA: -Support for teachers at increasing use of small group differentiated instruction (walkthroughs, peer observations, coaching, staff-wide PD) -Collaborate with coach on how to structure staff meetings, based on next steps coming from collaboration -Develop master schedule that includes time for literacy instruction and response-to-intervention blocks -Collaborate with coach/IL and SLT to give teachers appropriate training and resources to provide intervention -When ready and as appropriate, support teacher teams to implement SWAP (switch with

		a purpose) across classrooms
TRAINING IN SUPPLEMENTAL STRATEGIES/MATERIALS: -Work with ILT to identify training needs -Apply new knowledge base and share learnings with GL team	TRAINING IN SUPPLEMENTAL STRATEGIES/MATERIALS: -Work with GL team and leadership to identify areas for training -Collaborate with leadership to offer training	TRAINING IN SUPPLEMENTAL STRATEGIES/MATERIALS: -Training for staff on supplemental curricula - SIPPS, Heggerty, word work supplement for upper grades -Identify in collaboration with ILT: anchor texts/trainings to help teachers develop literacy knowledge base and skills (ex.

SPSA Goal 2:

Goal 2 Arts Integration (Theory of Action)
If we...design and implement arts-integrated and inquiry-based learning opportunities on a weekly basis,
Then students will ... be engaged in their learning and increase their literacy skills through access to content-rich curriculum
Then our Black A/A students will ... be engaged in their learning and have multiple entry points to the curriculum
SMARTIE Goal 2: 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.
Which will result in.... >90% of students indicating they are interested in what they are learning at school
As measured by... Wellness Survey responses

Teacher Actions	SLT Actions	Leadership Actions
-Design/implement inquiry-based opportunities in class -Develop a throughline and create understanding goals -Utilize art in performances of understanding -Use Project Zero 1-3 thinking routines regularly in class	Structure collaboration agendas, share templates, and clarify expectations for staff to design instruction using Component 3 of the MLS Instructional Practices Rubric	-Ensure monthly collaboration or staff meeting focused on the ML integrated arts learning model -Communicate arts integration model to whole school community -Collaborate with Arts Leadership team to identify staff who may need targeted coaching on arts integration model

Goal 3: Improve Chronic Absenteeism (Theory of Action)
If we...develop positive relationships with students and families and communicate proactively with our families about the importance of attendance,

Then students will ... attend school consistently
Then our Black A/A students will ... improve daily attendance
SMARTIE Goal 3: 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.
Which will result in....reduced chronic absenteeism to <8% schoolwide
As measured by...daily attendance records

Teacher Actions	SLT Actions	Leadership Actions
<p>STRONG START:</p> <ul style="list-style-type: none"> -In lieu of collaboration in August, teachers will engage in Hopes & Dreams conferences with 9 focal families on 8/16, 8/23, & 8/30. Criteria includes all AfAm/multi/Latinx students, families of ELs, students with IEPs or 504s, students with chronic absenteeism previous year. -Review the importance of attendance at Back to School Night. -After 1 month of school, call families of students who have missed more than 1 day of school. 		<p>STRONG START:</p> <ul style="list-style-type: none"> -Provide slide for teachers to include in BTSN presentations -Provide attendance language for teachers to include in communications with families -Include importance of attendance in opening family letters and newsletters -Promote family participation in Hopes & Dreams conferences
<p>ONGOING FAMILY ENGAGEMENT:</p> <ul style="list-style-type: none"> -During Fall conferences, discuss student attendance and importance of coming to school -During Spring conferences, meet with family of all students with chronic absenteeism -Collaborate with CCEIS Scholar Advisor to identify best approaches to engage families on his caseload 		<p>ONGOING FAMILY ENGAGEMENT:</p> <ul style="list-style-type: none"> -Encourage diverse family engagement through the continuation of affinity groups and outreach for ELAC attendance -Provide time during Staff Meeting 3x/year for teachers to reach out to families of kids in class/caseload with attendance <90% -Call home with genuine concern when a student is absent 3 days in a row -Disseminate info on district procedures (ex. COVID protocols, short-term study) in all newsletters -Utilize newsletters and targeted information campaigns to ensure families know about SHOM, RP (include affective language and tools to use at home), and importance of attendance

<p>BUILDING STRONG COMMUNITY AND SUPPORTS:</p> <ul style="list-style-type: none"> -Utilize PBIS. Proactively teach expectations for students across the school in order to create a safe learning environment. Positively acknowledge students making good choices through wolf tags. -Teachers hold daily check-in time with students who need additional support -Teachers facilitate community circles at least 1x/week -Utilize restorative practices to solve conflicts; share resources with families to use RP in their homes -Implement Tier 2 supports in the classroom; refer students to COST, as appropriate -As part of 16 hours of extra duties, some teachers will continue to host affinity groups, such as Girls of Color group and Pride Club -Schedule positive community builders, such as spirit days or class parties, on the days immediately before or after breaks 	<p>BUILDING STRONG COMMUNITY AND SUPPORTS:</p> <ul style="list-style-type: none"> -Develop collaboration agendas with protocols to talk about student needs and how to best support them -Identify teachers to share out community building practices from their classrooms at collaborations and staff meetings (5 minute spotlight) -Provide attendance data to teachers in PLCs; ensure teachers are making COST referrals, as needed -Examine school wide attendance trends 	<p>BUILDING STRONG COMMUNITY AND SUPPORTS:</p> <ul style="list-style-type: none"> -Conduct walkthroughs to assess implementation of community and restorative practices -Coach individual teachers who need additional support -Facilitate SARTs and ensure COST discusses students who have barriers to good attendance -Work with PBIS team to have strong kickoff, monitor PBIS data, and ensure effective implementation of PBIS plan -Introduce Toolbox tools (1 every 2 weeks) during Morning Opening
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Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

Annual Review

Analysis

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

SPSA 23-24 GOAL 1: In 22-23, the team had the same target of increasing reading scores. From fall to winter during 21-22, 61% students made growth at or above average rates; from fall to winter 22-23, 73% of students made growth at or above average rates. The goal was not met.

SPSA 23-24 GOAL 3: In 22-23, school focused on implementing restorative and SEL practices to build stronger relationships on campus. We met the goal of 100% of teachers utilizing community circles in their classrooms and 100% students receiving SEL support through Toolbox Tools. In the March 2023 Wellness Survey, students indicated the highest rating in response to the statement that adults on campus care about them and they have an adult on campus to whom they can talk. 78 families completed the Family Trust Survey; in response to the statement "At this school, teachers and families think of each other as partners in educating children", 100% of AA families said yes, 71% of families of kids with IEPs, and 83% overall.

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

SPSA 23-24 GOAL 2: In 2022-23, the team had intended to work on a MLS Graduate Profile. Arts Leadership team instead focused on building up teacher toolkit around arts integration, as the school continues its return from distance learning. This included trainings on showcasing an artist, engaging in making, and identifying ways to bring the practices back into classrooms. 100% teachers are bringing arts-based learning opportunities back into their classrooms, though the implementation is uneven. However, on the March 2023 Wellness Survey, the lowest rated statement was the statement: "I am interested in what I am learning." The scores were lower in classes that do not have arts integration learning opportunities. As a result, the team will use collaboration time for arts integration co-planning so that teams can deepen their practice and boost student engagement.

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

SPSA 23-24 GOAL 1: However, the goal of have 100% of teachers implementing differentiated instruction during RTI blocks did happen as well as using data to begin to inform groupings. The next step is to deepen the practice of using data through more examination for formative data and identifying strategies to improve literacy levels at both the Tier 1 and Tier 2 levels.

SPSA 23-24 GOAL 3: While we have positive improvements in overall school climate, we still have high chronic absenteeism. Feedback from families and members of the SSC indicates a lack of understanding about the changing COVID guidelines and the importance of school; moreover, our lowest rating on the trust survey was: "teachers and administrators at this school believe that talking with parents helps them understand their students better." Next year we want to build on these efforts to strengthen and be more targeted with our family engagement and relationship-building, with an explicit focus on increasing daily attendance. Attend

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

High Level Team Planning Template

High Level Team Planning Template			
School Site:	Maya Lin		
	Professional Development Days		
	Goals:		
August 9th and 10th	Potential Topics/Outcomes Enter Data Here	Important Dates to Consider	
	Staff Meetings	Grade/Dept Collaboration	Instructional Leadership Team
	Goals:	Goals:	Goals:
August	Potential Topics/Outcomes Safety	Potential Topics/Outcomes In lieu of collaboration in August, teachers will engage in Hopes & Dreams conferences with 9 focal families on 8/16, 8/23, & 8/30. Criteria includes all AfAm/multi/Latinx students, families of ELs, students with IEPs or 504s, students with chronic absenteeism previous year	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
September	Potential Topics/Outcomes Special Education/504 - Accommodations/modifications/legal documents/FERPA/IEP at a glance & What is COST	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

October	Potential Topics/Outcomes Assessment calendar - ERG	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
November	Potential Topics/Outcomes Walkthroughs - Instructional focus and SPSA goals	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
December	Potential Topics/Outcomes PBIS - Review	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
January	Potential Topics/Outcomes Homework Review & Instructional Focus/SPSA data update Important Dates to Consider	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

February	Potential Topics/Outcomes Assessment calendar - ERG	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
March	Potential Topics/Outcomes PBIS and COST & Testing	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
April	Potential Topics/Outcomes Safety update & SPSA reworking of actions and goals Important Dates to Consider	Potential Topics/Outcomes Important Dates to Consider	Potential Topics/Outcomes Important Dates to Consider
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
May	Potential Topics/Outcomes SPSA goals and actions refined - Finals week agreements	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

June	Potential Topics/Outcomes Closing Procedures	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

Expenditures to Achieve Site-Specific Goals

2022-23 SPSA Expenditures Table

For each strategy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement 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.

Summary of Expenditures to Achieve Site-specific Goals

Target Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Prop 28	PTA/ Donation/After School Program grant	Description
					\$ 43,000.00		Sharing cost of the art teacher position
Column Total	\$ -	\$ -	\$ -	\$ -	\$ 43,000.00	\$ -	

Total	\$ 43,000.00
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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	\$ -
Total Federal Funds Provided to the School from the LEA for CSI	\$ -
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 43,000

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:	\$ -
List the State and local programs that the school is including in the schoolwide program.	
State or Local Programs	Allocation (\$)
Prop 28	\$ 43,000
[List state or local program here]	[\$[Enter amount here]]
Subtotal of state or local funds included for this school: \$	\$ -

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

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*
Sharon Perkins	Parent Representative- Chair
Maria Garcia	Parent Representative
Andrea Makunje	Parent Representative
Celina Kamler	Parent Representative
Tracy Adsura	Parent Representative
Carrie Berg	Site Principal
Sarah Greenberg	Teacher
Rosie Garcia	Office Assistant
Patricia Sanchez	Teacher

Brooke Sussman	Teacher
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***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.

2023-24 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):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

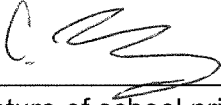
Community Advisory Committee for Special Education Programs

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:

Carrie Berg
Typed name of school principal


Signature of school principal

5/30/23
Date

Sharon Perkins
Typed name of SSC Chairperson


Signature of SSC Chairperson

5/30/23
Date