

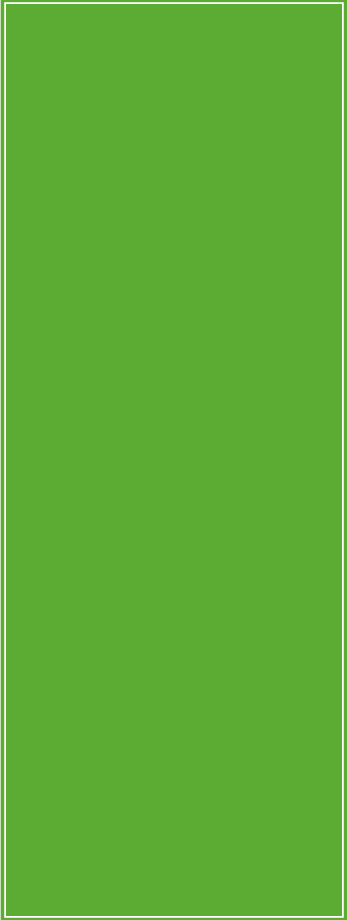


LYNHAVEN SCHOOL LCAP UPDATE

February 6, 2020

Governing Board Presentation

High Leverage Work for 2019-20

- 
1. Implement the AVID* program with integrity and full staff buy-in
 2. Improve achievement for English Language Learners (ELL)
 3. RTI* Gr. 3-5: Focus on identifying reading gaps, targeting vocabulary skills and academic language

* AVID - Advancement Via Individual Determination
RTI- Response to Instruction

SBAC Data Celebrations

English Language Arts (ELA)

- 9% overall increase in ELA (268)
- 9% overall increase in ELA for 4th grade (80)
- 18% overall increase in ELA for 5th grade (95)
- 21% increase for Hispanic students in ELA (161)
- 6% increase for students with disabilities in ELA (60)
- 14% increase for Socio-Economically Disadvantaged (SED) students (171)
- 15% gain

Math

- 3rd (12%) and 5th (18%) grade made double digit gains
- We grew 9% overall from 2018 to 2019
- There was growth for ALL sub-groups

Areas of Growth

While we showed great growth, we would like to see:

- A greater percentage of students meeting or exceeding standards, and a smaller gap between District overall and Lynhaven.

District Overall ELA is 58%	Lynhaven is 44%
District Overall Math is 52%	Lynhaven is 42%

- English Learner progress in both ELA/Math.
- Math cohort decline from 3rd-5th grade.

AVID Implementation

- Increased attendance 0.51% over the year
- Office Discipline Referrals down 50% for 2019-20
- Increased student engagement in class
 - AVID Binders for organized notes (3rd-5th)
 - Cornell notes for support with all subjects (1st-5th)
 - Attention getters and celebrations support positive classroom environment (TK-5th)
- Full day site training facilitated by site administrators
- Students demonstrating a higher level of confidence in class, especially noted with writing
- Seamless blend with Profile of a Graduate

AVID Implementation

Benchmark Essential Question: How do characters face challenges?

AVID
Summarizing and Synthesizing Fiction Texts
Name: Ariana Date: 1/19/2019

Key Information	Notes
Someone (Who is the main character in the story?)	Idle Sister
Wanted (What is the main character's goal?)	to marry the Invisible one
But (What is the conflict or problem getting in the way of the character's goal?)	She lied about seeing the Invisible one
How (How does the character try to solve the problem?)	She doesn't get to marry the Invisible one
Then (What was the result?)	rough face girl marries the Invisible

Summary: Idle Sister wanted to marry the Invisible one but she lied about seeing so she doesn't get to.

WICOR TRACKER

Content / Strategy = W | I | C | O | R

Supporting Collaboration	Name Tent p.154	✓	✓	✓	✓
Supporting Collaboration	WICOR Study Buddy	✓		✓	✓
Writing/Content areas	Quick Write	✓		✓	✓
Writing/Reading Collaboration	Snowball Toss	✓		✓	✓
Call & Response	Student Collaboration	✓	✓	✓	✓
Student Empowerment Collaboration	Celebrations	✓	✓	✓	✓
Writing, Reading Content areas	Cornell Notes	✓	✓	✓	✓
Collab. any content	Gallery Walk	✓	✓	✓	✓
Writing any content	Sole Mates	✓	✓	✓	✓
any content	Graffiti Poster	✓	✓	✓	✓


Ways To AVID Schoolwide!
SUPPORTS BEST PRACTICES & INSTRUCTIONS!

Leadership

- aligned vision and mission
- students and parents contributing to leadership
- AVID always the focus

Culture

- increasing achievement
- college readiness
- AVID system works for everyone
- Everyone is trained
- Same vision for all staff
- Communication
- Collaboration

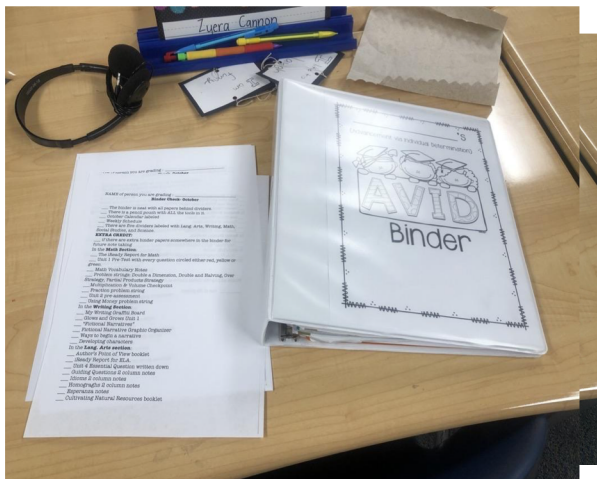


Instruction

- WICOR
- Cornell Note-taking
- Reading strategies
- Tackle complex texts in any subject/setting
- Essential Question cards
- In writing/reading areas
- in math/science

Systems

- best teaching practices
- parent outreach
- equal access to all
- all staff required to use
- AVID leadership team
- keep message consistent
- talk in all blogs & suggestions (team)



English Learner Student Achievement

- Certificated English Language Dev. (ELD) teacher
 - working with students in Gr. 1-5
 - Co-teaching
 - providing professional development for staff to improve first instruction
 - extra support in reading (Emergent Readers) in Gr. 1-3
 - ELD Academy for parents
- 4th/5th Grades clustering
- Focus on academic language and vocabulary skills as also promoted in AVID
- Parenting classes: Digital Literacy (FEI Partnership); 5210 Nutrition classes; Parent Project, Jr. Loving Solutions (SCCOE)

Strategy 3: Response to Instruction: Clustering

- Develop capacity of Gr. 3-5 teachers to address foundational skills and reading gaps, working with District and Site Equity TOSA
- Spelling screener administered; identified reading gaps
- Developing resources for increasing vocabulary skills and academic vocabulary
- Consistent monitoring through Common Formative Assessments (CFA); CKLA progress checks
- Monthly check-ins with teams; addressing concerns

Consistent Monitoring

- Established Loose/Tight agreements with teachers around our Professional Learning Community (PLC) work
- AVID implementation for fidelity across the campus
 - WICOR strategies implemented consistently
 - Promote College going culture
 - Professional Development of all staff
- Multiple forms of data evaluated

Next Steps

- Strengthening our Multi-Tiered Systems of Support
- Collective learning around how to innovate Math instruction/using AVID strategies in Math
- RTi model for Math instruction Gr. 3-5
- Work with AVID Northern Calif. Regional Director and Calif. Program Manager to become an AVID Showcase School