

2020 Single Plan for Student Achievement Blossom Hill Elementary

A Resource for the School Site Council

October 2020

The Single Plan for Student Achievement

Blossom Hill

District: Los Gatos Union School District

County-District School (CDS) Code:

Principal: Lisa Reynolds

Date of this revision: October 29, 2020

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41501, 41572, and 64001 and the Federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

This Single Plan for Student Achievement (SPSA) is aligned to the Los Gatos Union School District Strategic Plan adopted by the District Governing Board on March 12, 2020.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 19, 2020.

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Mission

The Los Gatos Union School District will provide equitable learning opportunities to educate all children to their unique potential by teaching, modeling and supporting the skills, and attitudes that contribute to their development as globally and socially responsible citizens demonstrating stewardship and “service above self”.

Vision

To achieve academic excellence, we believe the LGUSD Student Success Profile will prepare all children to thrive in a diverse and ever-changing world.

LGUSD Student Success Profile

To enable academic and social success, all LGUSD students will demonstrate growth in these attributes:

Critical Thinking	Empathy	Collaboration
<ul style="list-style-type: none">• Understand the “bigger picture” and propose creative solutions that are mindful of the larger impact to the world around them.• Consistently improve the quality of one’s own thinking by skillfully self-reflecting, analyzing, assessing, and reconstructing meaning.• Apply disciplined but flexible thinking that is clear, rational, open-minded, and informed by evidence or experience.• Constructively assess and appropriately challenge the status quo.	<ul style="list-style-type: none">• Demonstrate awareness, sensitivity, concern and respect to connect with others’ feelings, opinions, experiences, and culture.• Have the ability to imagine (or vicariously experience) what others are thinking, feeling, or experiencing and offer support when necessary.• Demonstrate personal, civic, social, local, and global responsibility through ethical and empathetic behaviors.• Value and embrace diverse cultures and unique perspectives through mutual respect and open dialogue.	<ul style="list-style-type: none">• Understand, negotiate and balance diverse views and beliefs to reach workable solutions.• Manage conflict – turning conflict into a positive outcome.• Have the ability to disagree while maintaining focus on an end goal.• Create the environment or the conditions that empower others to grow and succeed.• Build relationships with others through trust and compassion.• Have an awareness of different leadership styles.• Take responsibility for your part of a team project and empower others to do their part.
Communication	Learner’s Mindset	Adaptability
<ul style="list-style-type: none">• Articulate thoughts and ideas effectively and clearly using oral, written, and non-verbal communication skills in a variety of contexts.• Actively listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.• Elicit diverse perspectives from others.• Have the ability to use communication for a range of purposes and audiences.• Understand the goal and intent of communicating while being comfortable, confident, and enthusiastic.	<ul style="list-style-type: none">• Develop positive attitudes and beliefs about learning.• Be proactive in learning while possessing the desire to learn, unlearn and relearn.• Embrace curiosity to experience new ideas.• Develop steadfastness in achieving success despite difficulty, opposition, and/or failure.• Understand that setbacks and resilience/perseverance are part of the learning process.• Become energized by new learning and insights, including those different from currently held ideas, beliefs, and values.	<ul style="list-style-type: none">• Demonstrate flexibility when acclimating to various roles and situations.• Work effectively and confidently in a climate of ambiguity and changing priorities.• Demonstrate agility in thoughts and actions.• Respond productively to feedback, praise, setbacks, and criticism.• Understand that failure can be part of success and quickly pivot to keep moving forward.

Form A: Planned Improvements In Student Performance

The School Site Council considers multiple measures of academic performance of all student groups, considers the effectiveness of key elements of the instructional program for students failing to meet academic performance measures, and extensive feedback from stakeholder groups. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students and support the District's Strategic Plan.

Strategic Plan Goal #1 Student Wellness: All students will learn in an environment that prioritizes the importance of social emotional development.			
School Goal #1			
Strategic Plan Objective	Actions	Monitored By	Funding Source
Embed the <i>LGUSD Student Success Profile (SSP)</i> into the culture of the school district/community and successfully implement.	ABC Readers Program with schoolwide themes, lessons, and vocabulary Schoolwide Kindness Challenges Read-aloud books with themes of friendship, kindness & empathy School Banners that provide visual reminders: Be an Upstander Be a Bucket-filler Be Curious Bee Kind Ongoing focus to "Be Kinder than Necessary" including BH Yard Signs K-5 Curriculum and Activities that focus on shared experiences, opinions and perspectives Align library read aloud activities to support an emphasis on empathy Highlight Empathy in weekly Wednesday Announcements	Principal Teacher Leaders H & SC Leads	

	Professional Development Opportunities for staff provided by Epoch Education Art and Music teachers will guide empathy development through artistic exploration of artists and musicians experiences and expressions from other cultures ~ embracing differences and finding connections.		
Consistently utilize a Social Emotional Learning (SEL) program in grades K-5	Weekly SEL Lessons provided by Counselors Implement Second Step Curriculum as time and schedules permit	Principal Classroom Teachers	
Strengthen mental health support for LGUSD students.	Buddy Ambassador Program Counselor available to push-in and co-teach SEL lessons with classroom teachers	Principal	
Key Data Points	Findings	How will the school evaluate this goal	

LCAP Priority Area(s)

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Basic Services | <input type="checkbox"/> Implementation | <input checked="" type="checkbox"/> Parent Involvement (Engagement) | <input type="checkbox"/> Pupil Achievement |
| <input checked="" type="checkbox"/> Pupil Engagement | <input checked="" type="checkbox"/> School Climate | <input type="checkbox"/> Course Access | <input checked="" type="checkbox"/> Other Pupil Outcomes |

Strategic Plan Goal #3 Community and Global Citizenship: Students will participate in learning opportunities that foster “Service Above Self” (Community Service) and Global Mindedness/Citizenship.			
School Goal #3			
Strategic Plan Objective	Actions	Monitored By	Funding Source
Cultivate a “Culture of Giving” among LGUSD families, teachers, and staff in volunteerism and support for the Los Gatos Education Foundation (LGEF) and the Home & School Clubs (H&SC).	As a school community highlight and support the One Community Campaign Reinforce importance of a shared commitment to an education that goes beyond the basics through video, newsletters, teacher and administrator emails Plan for ways to show appreciation for community support	Principal H & SC Leaders LGEF Leaders	
Key Data Points	Findings	How will the school evaluate this goal	

LCAP Priority Area(s)

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Basic Services | <input type="checkbox"/> Implementation | <input checked="" type="checkbox"/> Parent Involvement (Engagement) | <input type="checkbox"/> Pupil Achievement |
| <input type="checkbox"/> Pupil Engagement | <input checked="" type="checkbox"/> School Climate | <input type="checkbox"/> Course Access | <input type="checkbox"/> Other Pupil Outcomes |

LCAP/LEA Goal

Strategic Plan Goal #4 Academic Excellence/Curriculum and Instruction: All students will learn in an environment that promotes student engagement and prepares students to be successful.

School Goal #4			
Strategic Plan Objective	Actions	Monitored By	Funding Source
LGUSD educators will differentiate instruction to ensure that ALL students make progress towards the mastery of the California Common Core Standards.	<p>Grade level teams will clarify knowledge and skills students need to master</p> <p>Grade level teams/classroom teachers will identify the activities the students will participate in to master the content</p> <p>Grade level teams/classroom teachers will identify the method and means that students will demonstrate their learning</p> <p>Teachers will engage all students in the learning process by providing tasks that match individual needs</p> <p>Grade level teams, Literacy and Math Specialists, and Principal will participate in Kid-by-Kid discussions to identify ways to deliver differentiated instruction</p> <p>Teachers, Principal, Literacy and Math Specialists, and Special Education Team will utilize and implement the LGUSD Intervention Teacher Toolkit to provide instruction and supports that match a student's needs</p> <p>Literacy and Math Specialists will provide PD during collaboration meeting time and/or model lessons for gen. ed. classroom teachers to support differentiated instruction</p> <p>Classroom teachers and ELL teacher will support ELLs by modifying oral communication/directions and utilizing strategic instructional strategies</p>	<p>Principal</p> <p>Teachers</p> <p>Math Specialist</p> <p>Lit. Specialist</p> <p>ELL Teacher</p>	

Key Data Points	Findings	How will the school evaluate this goal

LCAP Priority Area(s)

X Basic Services

☐ Implementation

☐ Parent Involvement (Engagement)

X Pupil Achievement

X Pupil Engagement

X School Climate

X Course Access

☐ Other Pupil Outcomes

LCAP/LEA Goal

Strategic Plan Goal #5 Staff Professional Growth and Support: Continue to attract and retain “top-tier” teachers and develop excellent staff in a supportive and quality work environment.

School Goal #5

Strategic Plan Objective	Actions	Monitored By	Funding Source
Cultivate a “Culture of Opportunity” for the teaching staff to research and try new innovative practices	<p>By participating in the Collaborative Implementation Time (CIT) project all certificated staff will have the opportunity to explore personally selected ideas and concepts in depth in order to apply their professional learning directly to their practice in the classroom and with colleagues.</p> <p>All participants will present their CIT project findings to a colleague at the end of the school year to share and celebrate their work.</p> <p>All CIT projects will be in alignment with LGUSD’s Strategic Plan.</p> <p>Utilize the Certificated and Classified evaluation process to support staff with exploring and implementing innovative practices.</p> <p>Support staff with Professional Development opportunities in utilizing online apps, resources , and assessments at both the site and district level offered weekly by Tech Dept/office hours</p> <p>Staff will be provided opportunities to broaden their understanding and grow skills to cultivate a more inclusive</p>	Principal Teachers Dist. Office Staff	

	culture in our learning community by participating in training opportunities, modules, and a Book Study provided by EPOCH Education		
Foster a positive District culture of mutual staff appreciation, recognition, inclusivity, diversity, fun, and joy.	<p>May 2021 LGUSD Staff Celebration at LG Lodge to acknowledge Distinguished Employees, Teacher of the Year, and Retirees.</p> <p>Staff Appreciation Weeks sponsored by H & SC during conference weeks</p> <p>Staff Appreciation Luncheon sponsored by H & SC in May</p> <p>Staff Appreciation Lunches hosted by Principal and Admin Assistants in August, January, and May</p> <p>Celebrations shared and recognized at the beginning of all staff, CIA, and SSC meetings.</p> <p>Admin Assistants spread joy singing daily messages to staff</p> <p>Acknowledge personal achievements and celebrations at the beginning of all meetings</p> <p>Host Kindness Challenges</p>	Principal Admin. Assistants H & SC Board District Office Staff	
Key Data Points	Findings	How will the school evaluate this goal	

LCAP Priority Area(s)

☐ Basic Services

☒ Pupil Engagement

☒ Implementation

☒ School Climate

☒ Parent Involvement (Engagement)

☐ Course Access

☒ Pupil Achievement

☐ Other Pupil Outcomes

LCAP/LEA Goal

Strategic Plan Goal #6 Sustainable Finance and Infrastructure: Sustainably manage the financial infrastructure and ongoing prioritization of district resources to accomplish the mission, vision, and strategic plan of the District.			
School Goal #6			
Strategic Plan Objective	Actions	Monitored By	Funding Source
Re-evaluate and strengthen school site safety protocols and emergency procedures.	Update the Comprehensive School Safety Plan to include the Pandemic Plan and keep it active as a working document with stakeholders Update and review the Incident Command Structure each trimester with staff Fully implement the LGUSD School Building Reopening Plan and Guidelines Monthly Drills	Principal Admin. Assistants Teachers	
Key Data Points	Findings	How will the school evaluate this goal	

LCAP Priority Area(s)

- | | | | |
|--|--|---|---|
| <input checked="" type="checkbox"/> Basic Services | <input type="checkbox"/> Implementation | <input checked="" type="checkbox"/> Parent Involvement (Engagement) | <input type="checkbox"/> Pupil Achievement |
| <input type="checkbox"/> Pupil Engagement | <input checked="" type="checkbox"/> School Climate | <input type="checkbox"/> Course Access | <input type="checkbox"/> Other Pupil Outcomes |

LCAP/LEA Goal

The site has an updated Safety Plan that was reviewed and approved by the School Site Council on October 29, 2020.

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. District support for EL Students		Salaries Benefits, instructional materials		LCFF
2. Professional Development in the area of English Language Arts and Science (NGSS)		Consultants, Substitute teacher release time, Teacher Leaders		TITLE II
3. Assist Immigrant students to achieve grade level standards		Salaries of staff and instructional materials		Title III
4. ELA staff development and Science (NGSS)		Substitute Time		LCFF

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$

Total amount of state categorical funds allocated to this school		\$
Federal Programs		Allocation
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$
<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly-qualified teachers and principals		\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: To address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: 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.³ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lucia Arredondo		X			
Jenelle Bertucelli		X			
Ling Law				X	
Fran Mastroianni		X			
Malea Mordant				X	
Meena Nathan				X	
Kerry Perkins				X	
Lisa Reynolds	X				
Julie Sheehan			X		
Francine Shore				X	
Additional Regular Participants (non-voting)					
Jen Shapiro, Parent and H & SC President					
Home & School Club Board Members					
Numbers of members in each category	1	3	1	5	

³ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply)

- ☐ State Compensatory Education Advisory Committee _____ Signature
- ☐ English Learner Advisory Committee _____ Signature
- ☐ Special Education Advisory Committee _____ Signature
- ☐ Gifted and Talented Advisory Committee _____ Signature
- ☐ District/School Liaison Team for schools in Program Improvement _____ Signature
- ☐ Compensatory Education Advisory Committee _____ Signature
- ☐ Departmental Advisory Committee (secondary) _____ Signature
- ☐ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on

Attested:


Mrs. Lisa Reynolds

Nov 5, 2020

Typed name of School Principal

Signature of Principal

Date


Mrs. Meena Nathan

Nov 5, 2020

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation: To be completed in 2020-21 School Year

Form F: Single Plan for Student Achievement Annual Evaluation (TO BE UPDATED)

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

The top plan priorities for 2020-21 were to increase student academic achievement in all areas and to enhance each child's sense of engagement, community, and social/emotional wellness in a safe and caring environment.

In the fall, K-5 teachers analyzed grade level data from local and state assessments and identified target areas and teaching strategies. Student progress in all academic areas was monitored throughout the school year. In January and April, grade level teams participated in a student-by-student analysis of progress in reading and social/emotional development. Teachers participated in district-wide professional development in the areas of English Language Arts and Next Generation Science Standards. Additional opportunities were also provided to attend after school Balanced Literacy workshops and several teachers and the principal participated.

The local Caring and Climate Survey results indicate that students overwhelmingly feel safe and cared for at school. Students identified that there are caring adults on campus, and that they feel accepted, would step up to help each other and know that their teachers care for them. The ABC Readers program continues to grow and thrive. This year, the school community also successfully participated in the Great Kindness Challenge.

Some of the many student and family enrichment opportunities provided this past year in collaboration with the Home & School Club included: August TK/Kindergarten Play Date at Blossom Hill Park, Welcome Back-to-School Coffee, Fall & Winter New Family Coffees, multiple educational assemblies, Safe Routes 2 School (SR2S) special event days, 3rd grade Bike Rodeo, Family Movie Night, Family Math Night, Mom's Night Out, Harvest Festival, Halloween Parade to The Terraces, Blossom Hill Chorus, Staff Appreciation Week during both fall and spring conference weeks, Hicklebee's and Scholastic Book Fairs, Science Fair and Family Science Night, Honeybee Choir, St. Patrick's Day Parade to The Terraces, End-of-Year Staff Appreciation Luncheon, Mileage Club, and The SWARM.

Safety for our learning community is of the utmost importance. The staff has developed and is well trained in safety procedures and protocols. In addition, the site Safety Committee worked collaboratively with parents and staff to review and update both the site safety plan and emergency plan. Attention to maintaining safe facilities, as well as a caring school climate is ongoing.









BH Single Plan for Student Achievement 20-21oct19

Final Audit Report

2020-11-05

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