

# 2020 Single Plan for Student Achievement

School

A Resource for the School Site Council

November 2020

The Single Plan for Student Achievement

Lexington School

District: Los Gatos Union School District

County-District School (CDS) Code:

Principal: Jason Deppong

Date of this revision: November 6, 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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Position: Principal

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

## **Form A: Planned Improvements In Student Performance**

The School Site Council has analyzed the multiple measures of academic performance of all student groups, considered 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
Strengthen mental health support for LGUSD students.	Offer weekly SEL lessons for each grade level provided by the district counselors during virtual instruction.	Principal, Teachers	District
	Offer Project Cornerstone lessons to teachers upon return and continue to connect traits to the IB Learner Profile.	Principal, PYP Coordinator, Project Cornerstone Volunteers	District
	Include additional instruction during virtual instruction (twice a week per class) by our PSPE (Personal, Social, and Physical Education) teacher to help address physical and mental health.	PSPE teacher	District
	Implement a weekly student check in survey from our counselors to keep aware of student mental health concerns during virtual instruction and upon return.	District counselors, teachers	District
	Explore mindfulness strategies and/or programs that could be implemented in the future.	District counselors, Principal, Staff, Parents	N/A

LCAP Priority Area(s)

- Basic Services                       Implementation                       Parent Involvement (Engagement)
- Pupil Achievement
- Pupil Engagement                       School Climate                       Course Access
- 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
Student learning opportunities will foster international mindedness such as perspective taking, empathy building, valuing inclusivity and diversity, investigating the world, communicating effectively, and taking action.	<p>Lexington staff will rework some of their <i>International Baccalaureate</i> planners this year as a team with guidance from an outside IB consultant. Developing international mindedness, investigating global issues, or providing student action opportunities will be included in as many planners as possible.</p> <p>District Equity Committee members representing Lexington to share out at staff meetings.</p>	<p>Principal, PYP Coordinator, teachers</p> <p>Lex Committee Members</p>	<p>District, HSC</p> <p>N/A</p>
Explore and implement the addition of World Language instruction in grades K-5. Strengthen Middle School world language offerings.	<p>During virtual instruction, offer 3 opportunities a week for Spanish instruction.</p> <p>Purchase workbooks for grades 3<sup>rd</sup>-5<sup>th</sup> to support asynchronous and differentiated learning at home.</p> <p>Explore the elementary school Pathway Award to support home language development and participation in the high school California Seal of Biliteracy</p> <p>Explore strategies for highlighting Lexington’s Spanish program (e.g. murals, student art, etc.)</p>	<p>Principal, PYP Coordinator, Spanish Teacher</p> <p>Spanish teacher</p> <p>Principal, staff, Spanish teacher, parents</p> <p>Principal, Spanish Teacher</p>	<p>District</p> <p>Site, HSC</p> <p>Site, HSC</p> <p>Site, HSC</p>

LCAP Priority Area(s)  
 Basic Services       Implementation     Parent Involvement (Engagement)   
 Pupil Achievement  Pupil Engagement     School Climate     Course Access  
 Other Pupil Outcomes.

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.	Teachers will use technology to differentiate instruction during virtual instruction.	Principal, staff	District
	Teachers will use collaboration time to discuss and review different strategies for reaching all learners during their units of inquiry and stand alone units.	Principal, staff	District
	With the support of an IB consultant and PYP Coordinator, teachers will gain more understanding about student agency and implement learner agency opportunities in their classrooms	Principal, IB Consultant, PYP Coordinator	District, HSC
	Teachers will share out successful strategies for differentiating in a virtual environment	Principal, staff	District
	Share math fluency activities with parents and staff throughout the year	Principal, staff, Math Specialist	District
	Continue staff discussions about developing math fluency and building number sense (e.g. useful strategies and materials, special events and activities, building enthusiasm for math)	Principal, staff, Math Specialist	District, HSC

LCAP Priority Area(s)

- X Basic Services                      X Implementation                       Parent Involvement
- (Engagement)                       Pupil Achievement
- X Pupil Engagement.                       School Climate                       Course Access
- Other Pupil Outcomes

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	Teachers will work on district Collaborative Implementation Time (CIT) projects to improve their unit planners	Principal, Director of Curriculum, staff	District
	Teachers will be encouraged to apply for new district funded innovation grants	Principal, District Admin	District /LGEF
	Teachers will be encouraged to try hybrid “pilots” before students return to campus	Principal, District Admin	District
	Teachers will work with an outside IB Consultant to review and improve the school’s “Program of Inquiry”	Principal, PYP Coordinator, staff	HSC

LCAP Priority Area(s)

- Basic Services                       Implementation                       Parent Involvement  
 (Engagement)                       Pupil Achievement  
 Pupil Engagement    School Climate                       Course Access  
 Other Pupil Outcomes

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.	Review school safety Covid-19 related protocols for re-opening	Principal, staff	District
	Review Comprehensive School Safety Plan	Principal, staff	District

LCAP Priority Area(s)

- Basic Services     
 Implementation     
 Parent Involvement (Engagement)  
 Pupil Achievement  
 Pupil Engagement     
 School Climate     
 Course Access  
 Other Pupil Outcomes

The site has an updated Safety Plan that was reviewed and approved by the School Site Council on **November 6, 2020**.

**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.<sup>1</sup> The current make-up of the SSC is as follows:

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Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Jason Deppong	X			
Beth Stark				X
Jessalyn Rizzi				X
Jill Mayo, Administrative Assistant			X	
Kristin Johnson		X		

EC Section 52852

**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 <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

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.

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## 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/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> <b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> <b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$
<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (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"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (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"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly-qualified teachers and principals	\$
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: To address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input type="checkbox"/>	<b>Other federal funds</b> (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

## 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 Education 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 school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: **11.6.20**

Attested:

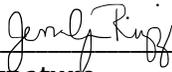
Jason Deppong  
School Principal

  
\_\_\_\_\_  
Signature 11.6.2020  
Date

Beth Stark  
Parent, HSC President

  
\_\_\_\_\_  
Signature 11.6.2020  
Date

Jessalyn Rizzi  
Parent

  
\_\_\_\_\_  
Signature 11.6.2020  
Date

Jill Mayo  
Admin. Asst.

  
\_\_\_\_\_  
Signature 11.6.2020  
Date

Kristin Johnson  
2<sup>nd</sup> Grade Teacher

  
\_\_\_\_\_  
Signature 11.6.2020  
Date

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

**Form F: Single Plan for Student Achievement Annual Evaluation**

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.

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**Annual Evaluation**