

# **2021 Single Plan for Student Achievement**

## **School**

A Resource for the School Site Council

September 2021

### **The Single Plan for Student Achievement**

Daves Avenue Elementary School

District: Los Gatos Union School District

County-District School (CDS) Code: 4369526

Principal: Jenna Mittleman

Date of this revision: September 2021

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 .

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

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The District Governing Board approved this revision of the SPSA on .

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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>

# Single Plan for Student Achievement

## 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

Student Wellness: All students will learn in an environment that prioritizes the importance of social emotional development.

Strategic Plan Objective	Actions	Monitored By	Funding Source
Embed the LGUSD Student Success Profile (SSP) into the culture of the school district/community and successfully implement.	Utilize Professional Development opportunities to review and discuss the SSP  Provide all staff an opportunity to provide input about empathy	Site Leadership Team and Principal	Embedded
Consistently utilize a Social Emotional Learning (SEL) program in all grades which is vetted through K-8 CIA.E	Staff will utilize the Second Step Program Project Cornerstone (TBD) All staf will support and encourage students to participate in afternoon electives, including SEL lessons. Google Forms/reflective feedback will be followed up on by school counselors, general education teacher and Principal as appropriate.	General Education Teachers, Counselor and Principal	Embedded

How will the school evaluate this goal

<b>LCAP Priority Area(s)</b> <div> <div>x Basic Services</div> <div>x Pupil Engagement</div> </div>	<div> <div>Implementation</div> <div>School Climate</div> </div>	<div> <div>x Parent Involvement (Engagement)</div> <div>Course Access</div> </div>	<div> <div>x Pupil Achievement</div> <div>x Other Pupil Outcomes</div> </div>
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**LCAP/LEA Goal**  
 Goal 1: Maintain optimal learning conditions for all students  
 Action 4: SEL Professional Development

Goal 3: Maintain and improve school climate and student engagement by providing appropriate support services and regularly collect feedback from parents/guardians, staff, and students  
 Action 9: Counseling services available to students

**Strategic Plan Goal #2 STEAM & Social Innovation**

Provide a learning environment that emphasizes design thinking/ inquiry-based learning, where students have the ability to creatively design projects in STEAM laboratory settings and classrooms.

**School Goal #2**

Goal: Provide a learning environment that emphasizes design thinking/ inquiry-based learning, where students have the ability to creatively design projects in STEAM laboratory settings and classrooms.

Strategic Plan Objective	Actions	Monitored By	Funding Source
An articulated K-8 Design Thinking STEAM curriculum will be implemented with teacher support and resources at all schools.	District and site planning and research of STEAM best practices and identify connection between STEAM lab and classroom.	Educational Services Department, Site Principal, and CIA Representatives	Embedded
Design Thinking for Social Innovation: Utilize design thinking strategies into curriculum design in all subject areas. Provide teacher training and support in these strategies.	Develop awareness of Design Thinking through professional development and surveys. This will be linked to "Collaboration" from the Student Success Profile.	Educational Services Department, Site Principal, and CIA Representatives	Embedded

<b>How will the school evaluate this goal</b>

**LCAP Priority Area(s)**

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

**LCAP/LEA Goal**

Goal 1: Maintain optimal learning conditions for all students

Action 2: Science curriculum adoption to support the teaching of the Next Generation Science Standards (NGSS)

Action 5: Enrichment opportunities for students: Increase the number of art lessons for all TK-5 students

Goal 2: Maintain high levels of student achievement.

Action 1: NGSS professional development

Action 2: Elementary ELD Teacher (to help ELs access and engage with various content)

Action 3: Middle School ELD Teacher (to help ELs access and engage with various content)

Action 5: Project Based Learning (PBL) PD

Goal 3: Maintain and improve school climate and student engagement by providing appropriate support services and regularly collect feedback from parents/guardians, staff, and students

### 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

Community and Global Citizenship: Students will participate in learning opportunities that foster “Service Above Self” (Community Service) and Global Mindedness/Citizenship.

Strategic Plan Objective	Actions	Monitored By	Funding Source
Students will engage in “Service Above Self” Service Learning opportunities at all LGUSD schools to better the Los Gatos and global community.	Participate in a planning team to identify potential partnerships to expand community and global service projects.  Implement school projects from the "Service Above Self" Rotary service projects.	Principal, Home & School Club Executive Board, & LGEF Leaders	Embedded
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, we will work together to highlight and support the One Community Campaign LG. We will define our distributed leadership responsibilities which will enhance our shared commitment to all Daves Avenue stakeholders having an exceptional school experience.  We will identify ways to express our appreciation for community support throughout the year.	Principal, Home & School Club Executive Board, One Community LG, & LGEF Leaders	Embedded
Offer more cross-school site collaboration among students to develop their sense of community.	Cross-school site coordination/brainstorming and collaboration for planning staff meetings and events	Educational Services Department & Site Principals	Embedded

#### How will the school evaluate this goal

LCAP Priority Area(s)			
Basic Services	Implementation	<sup>x</sup> Parent Involvement (Engagement)	Pupil Achievement
<sup>x</sup> Pupil Engagement	<sup>x</sup> School Climate	Course Access	Other Pupil Outcomes

**LCAP/LEA Goal**

Goal 1: Maintain optimal learning conditions for all students

Action 4: SEL Professional Development (topics may include building a learner’s mindset and bullying prevention)

Goal 3: Maintain and improve school climate and student engagement by providing appropriate support services and regularly collect feedback from parents/guardians, staff, and students

Action 7: Restorative Justice Practices at Fisher Middle School

Action 9: Equity and Inclusivity- to support learning environments to improve academic outcomes for all students.

#### **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**

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

<b>Strategic Plan Objective</b>	<b>Actions</b>	<b>Monitored By</b>	<b>Funding Source</b>
LGUSD educators will differentiate instruction to ensure that ALL students make progress towards the mastery of the California Common Core Standards.	<ul style="list-style-type: none"><li>• Grade level teams will clarify knowledge and skills students need to master</li><li>• Grade level teams/classroom teachers will identify the activities the students will participate in to master the content</li><li>• Grade level teams/classroom teachers will identify the method and means that students will demonstrate their learning</li><li>• Teachers will engage all students in the learning process by providing tasks that match individual needs</li><li>• Principal, grade level teams, and Literacy &amp; Math Specialists will participate in Kid-by-Kid discussions to identify ways to deliver differentiated instruction using multiple data points</li><li>• In response to pandemic effects, grade level teams/department teams will analyze assessments and daily work to provide targeted curriculum and services to</li></ul>	Educational Services Department, Principal, Teachers, EL Teacher, Literacy Specialist, & Math Specialist	Embedded

	<p>support students through both intervention and acceleration</p> <ul style="list-style-type: none"> <li>Teachers, Principal, Literacy &amp; 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</li> <li>Literacy &amp; Math Specialists will provide PD during collaboration meeting time and/or model lessons for gen. ed. classroom teachers to support differentiated instruction</li> <li>Students will be provided a challenging math problem each month in grades K-1, 2-3, 4-5 to enhance problem solving skills and promote interest in mathematics</li> <li>A Homework Club staffed by classroom teachers will provide support to referred students in grades 3-5 two afternoons a week</li> <li>Classroom teachers and ELL teacher will support ELLs by modifying oral and written communication/directions and utilize strategic instructional strategies</li> <li>Site representatives will participate on the district Technology Action Team to implement a preliminary investigation into the available</li> </ul>		
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	<p>student assessment data management systems.</p> <ul style="list-style-type: none"> <li>• Site representatives will participate on the district Kindergarten Leadership Team to develop vision and next steps for TK/K instruction in light of proposed expansion of TK</li> </ul>		
Every student will have an opportunity to experience high quality Project Based Learning (PBL).	<p>All staff will participate in exercises examining their current understanding and experience with PBL.</p> <p>Staff with interest and prior experience will participate on a district planning team for PBL.</p>	Educational Services Department, Principal, Teachers, EL Teacher, Literacy Specialist, & Math Specialist	Embedded

### 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

Goal 1: Maintain optimal learning conditions for all students

Action 2: curriculum adoption for TK-5 NGSS

Goal 2: Maintain high levels of student achievement.

Action 1: NGSS professional development

Action 2: Elementary ELD teacher

Action 3: Middle School ELD teacher

Action 4: History professional development (Fisher Middle school history department)

Action 5: Project-based learning PD

Action 6: Collaborative data reviews (ex. kid-by-kid)

Action 7: Elementary Literacy and Math Specialists

Action 8: TK-8 student support aides

Goal 3: Maintain and improve school climate and student engagement by providing appropriate support services and regularly collect feedback from parents/guardians, staff, and students

Action 8: equity and inclusivity

**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**

Staff professional Growth and Support: Continue to attract and retain "top-tier" teachers and develop excellent staff in a supportive and quality work environment.

<b>Strategic Plan Objective</b>	<b>Actions</b>	<b>Monitored By</b>	<b>Funding Source</b>
Cultivate a “Culture of Opportunity” for 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>	Educational Services Department, Principal, & Teachers	Embedded

	<p>Staff will continue to create a more inclusive school through partnership with Gender Spectrum and work with the Equity Action Team.</p> <p>Staff will be encouraged to develop a proposal and apply for a LGEF Innovation Grant.</p>		
Strengthen collaboration by uniting grades K-5 with grades 6-8.	Create articulation opportunities between K-5 and 6-8. Through articulation communication will be enhanced and mutual areas of interest will be shared with all stakeholders.	District Office Personnel, Principal, Administrative Assistants, Teachers, & Home & School Club Board.	Embedded
Foster a positive District culture of mutual staff appreciation, recognition, inclusivity, diversity, fun, and joy.	<p>Culture of Joy Committee creation and an infusion of activities throughout the school year.</p> <p>Staff Appreciation Luncheon sponsored by Principal in August</p> <p>Staff Appreciation sponsored by Home &amp; School Club Board in December</p> <p>Celebrations shared and recognized at the beginning of all staff, CIA, and SSC meetings.</p>	Educational Services Department, Principal, & Teachers	Embedded

### How will the school evaluate this goal

<b>LCAP Priority Area(s)</b>			
Basic Services	x Implementation	Parent Involvement (Engagement)	x Pupil Achievement
x Pupil Engagement	x School Climate	Course Access	Other Pupil Outcomes

**LCAP/LEA Goal**  
 Goal 1: Maintain optimal learning conditions for all students  
 Action 1: hiring of new staff  
 Action 2: curriculum adoptions (TK-5 science)

Goal 2: Maintain high levels of student achievement.  
 Action 1: NGSS PD TK-5  
 Action 5: Project-based learning PD

Goal 3: Maintain and improve school climate and student engagement by providing appropriate support services and regularly collect feedback from parents/guardians, staff, and students  
 Action 8: Equity and inclusivity

**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**

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.

Strategic Plan Objective	Actions	Monitored By	Funding Source
Facilities Master Plan will determine and put in place a plan for the refurbishment of fields and implementation of sustainable solar.	Staff and the parent community will participate in planning meetings to develop a site Landscaping Plan in partnership with Verde Design.  Collaborate with service providers on the installation of solar to minimize impact on student learning.	Principal, Staff, and Community Members	Embedded
Re-evaluate and strengthen school site safety protocols and emergency procedures.	In August the Incident Command Structure will be updated and reviewed with staff. Staff will participate in a training led by Mr. Joe Viramontez from ICS for Schools.  Participate in district-wide October Safety Drill.  Hold Monthly Safety Drills.  Include Safety as a standing agenda item on all faculty and SSC meeting agendas.	District Office Staff, Principal, & all site Staff	

**How will the school evaluate this goal**

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

**LCAP/LEA Goal**

Goal 1: Maintain optimal learning conditions for all students  
All actions

Goal 2: Maintain high levels of student achievement.  
All actions

Goal 3: Maintain and improve school climate and student engagement by providing appropriate support services and regularly collect feedback from parents/guardians, staff, and students  
All actions

The site has an updated Safety Plan that was reviewed and approved by the School Site Council on January 27, 2021.

## 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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Julie Ludeman		X		
Elisabeth Brown		X		
Erin McAuley				X
Jessica Johnson				X
Jennifer Lambert				X
Cara Ortiz			X	
Jenna Mittleman	X			
Michelle Nielsen				X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>

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 Education Program 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.
6. This SPSA was adopted by the SSC at a public meeting on 10.6.2021.

Attested:

Jenna Mittleman

School Principal

redacted

Signature of School Principal

10.6.2021

Date

Erin McAuley

Typed Name of SSC Chairperson

Signature of SSC Chairperson

10.6.2021

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**