

2021 Single Plan for Student Achievement

School

A Resource for the School Site Council

September 2021

The Single Plan for Student Achievement

Lexington Elementary 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 contract 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.

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
Strengthen mental health support for LGUSD students.	Integrate Project Cornerstone lessons led by parents and connect traits to the IB Learner Profile.	Principal, PYP Coordinator, Project Cornerstone Volunteers	District
	Introduce the 3rd-5th Panorama student survey this year in September	Principal, teachers, counselors, Director of Student Services	
	Continue site counselor surveys for TK-5 students	Principal, teachers, counselors, Director of Student Services	
	Begin push-in counselor sessions with TK-5 students throughout the year	Counselors, Director of Student Services	
	Integrate daily mindfulness strategies and/or activities in each classroom.	Teachers	

	Share mindfulness strategies and activities at staff meetings	Teachers, Principal, PYP Coordinator	
Embed the LGUSD Student Success Profile (SSP) into the culture of the school district/community and successfully implement.	Continue to model and integrate the IB Learner Profile attributes which support the LGUSD Student Success Profile (SSP) traits.	Principal, PYP Coordinator, Teachers	
Consistently utilize a Social Emotional Learning (SEL) program in all grades which is vetted through K-8 CIA	Staff have access to the Second Step Program to teach specific interpersonal skills The IB Learner Profile will be integrated throughout the school culture to encourage the attributes of a global citizen	Principal, teachers, counselors Teachers, Principal, PYP Coordinator	
The LGUSD Homework Policy will be re-evaluated and updated to provide the most effective support and relevancy to students	At least one Lexington teacher and the principal will participate in a district Homework Committee	Teacher, principal	

How will the school evaluate this goal

LCAP Priority Area(s)

x Basic Services

x Pupil Engagement

x Implementation

x School Climate

Parent Involvement (Engagement)

Course Access

Pupil Achievement

Other Pupil Outcomes

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

STEAM and 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.

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.	<p>Teachers will receive Professional Development related to Design Thinking</p> <p>Teachers will continue to teach using inquiry and concept based strategies and encourage student action inspired by the IB framework</p>	<p>Director of Information Technology</p> <p>Principal, PYP Coordinator, teachers</p>	
Design Thinking for Social Innovation: Utilize design thinking strategies into curriculum design in all subject areas. Provide teacher training and support in these strategies.	<p>Teachers will receive Professional Development related to Design Thinking for Social Innovation</p> <p>Teachers will continue to connect IB units of inquiry to global issues and encourage student action through transdisciplinary teaching</p>	<p>Director of Information Technology</p> <p>Principal, PYP Coordinator, teachers</p>	

How will the school evaluate this goal

LCAP Priority Area(s)

Basic Services

x Implementation

Parent Involvement (Engagement)

x Pupil Achievement

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
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.	Lexington will involve more members of the learning community during the 5th grade IB Exhibition to further develop international mindedness, investigate global issues, and provide student action opportunities.	Principal, PYP Coordinator, teachers	HSC, site funds
	Review IB planners for global connections and discuss improvements during at least one collaboration meeting	Principal, PYP Coordinator, teachers	
	Choose at least one IB unit of inquiry in grades 3rd-5th to explore diversity and issues of equity	Principal, PYP Coordinator, teachers	
	Discuss how to address diversity and equity in IB unit planners during at least one collaborative meeting	Principal, PYP Coordinator, teachers	
	District Equity Committee members representing Lexington will share out at staff meetings.	Lex Equity Committee Members	
	Provide official IB professional development to 3-4 staff members, including in person conferences	Principal, PYP Coordinator	

Explore and implement the addition of World Language instruction in grades K-5. Strengthen Middle School world language offerings.	<p>Offer three 30 minute sessions a week for Spanish instruction in grades 2nd-5th this year as supported by language learning research (versus two 45 minute sessions in the past) and continue TKK and 1st grade Spanish program</p> <p>Educate parents about our Spanish "exposure" program through an updated website and IB Parent Information Night</p> <p>Pilot our three "Pathway to Multilingualism" initiatives to support home language development and learning of additional languages (including a special 5th grade award for more rigorous practice of a home language)</p> <p>Explore multilingual activities and events during school hours</p> <p>Explore strategies for highlighting Lexington's Spanish program and multilingualism (e.g. murals, student art, etc.)</p>	<p>Spanish Teacher</p> <p>Principal, PYP Coordinator, Spanish Teacher</p> <p>Principal, PYP Coordinator, Spanish Teacher</p> <p>Principal, staff, parents</p> <p>Principal, staff, Spanish teacher, parents</p>	<p>District</p> <p>Site funds, HSC</p> <p>Site funds, HSC</p> <p>Site funds, HSC</p>
Students will engage in "Service Above Self" Service Learning opportunities at all LGUSD schools to better the Los Gatos and global community	Principal will participate on the Service Above Self District Committee and share out with staff to help encourage more community and global service initiatives	<p>Principal</p> <p>Principal, PYP Coordinator, Staff, Parents</p>	

	Lexington school will explore connections with other IB schools and group action projects Discuss “what is action?” with staff at a Wednesday IB collaboration meeting	Principal, PYP Coordinator, Staff	
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How will the school evaluate this goal

LCAP Priority Area(s)

☒ Basic Services

☒ Implementation

☒ Parent Involvement (Engagement)

Pupil Achievement

☒ Pupil Engagement

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.

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 Wednesday IB collaboration time to discuss and review different strategies for reaching all learners to promote student agency during their IB units of inquiry and stand alone units.	Principal, PYP Coordinator, staff	Site funds for substitutes
	Review new IB Inclusion Policy with staff Principal, grade level teacher, and Literacy and/or Math Specialist will participate in two "Kid-by-Kid" discussions to identify ways to deliver differentiated instruction using multiple data points	Principal, PYP Coordinator, staff Principal, teachers, Math and Literacy Specialists	
	In response to pandemic effects, teachers will create and follow Learning Disruption plans to provide targeted curriculum and services to support students through both intervention and acceleration	Principal, teachers	
	Teachers, Principal, Literacy & Math Specialists, and Special Education Team will utilize and implement the LGUSD Intervention Teacher Toolkit (aka CAT Process) to provide instruction and supports that match a student's needs	Principal, teachers, Resource Specialist, Math and Literacy Specialists Math and Literacy Specialists	

	<p>Literacy and/or Math Specialist will provide PD during collaboration meeting time and/or model lessons for general education classroom teachers to support differentiated instruction</p> <p>Students will be provided a challenging math problem each month (POM) in grades K-1, 2-3, 4-5 to enhance problem solving skills and promote interest in mathematics</p> <p>Site representative will participate on the district Technology Action Team to implement a preliminary investigation into the available student assessment data management systems and update staff</p> <p>Site TK/K representative will participate on the district Kindergarten Leadership Team to help develop a vision and next steps for TK/K instruction</p>	<p>Teachers, Math Specialist</p> <p>Principal, Teacher</p> <p>Principal, TKK teacher</p>	
Every student will have an opportunity to experience high quality Project-Based Learning (PBL).	<p>All staff will participate in professional development examining their current understanding and experience with Project Based Learning (PBL)</p> <p>Staff with interest and prior experience will participate on a district planning team for PBL</p> <p>Staff will explore how PBL connects to the IB framework which integrates inquiry, concept-based instruction, student action, real life experiences, and global issues</p>	<p>Curriculum Director, IT Director</p> <p>Principal, Teachers</p> <p>Principal, PYP Coordinator, teachers</p>	

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How will the school evaluate this goal

LCAP Priority Area(s)			
x Basic Services	x Implementation	Parent Involvement (Engagement)	Pupil Achievement
x Pupil Engagement	School Climate	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.

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>Teachers will work on district Collaborative Implementation Time (CIT) projects to improve their IB unit planners</p> <p>Provide opportunities for 3-4 staff to attend in-person and/or virtual IB conferences and workshops</p> <p>Teachers will be encouraged to apply for new district funded innovation grants</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 continue to create a more inclusive school through partnering with Gender Spectrum, the Equity Action Team, and providing multilingual activities in class or at school</p>	<p>Principal, Director of Curriculum, staff</p> <p>Principal, PYP Coordinator</p> <p>Principal</p> <p>Director of IT, Principal</p> <p>Principal, PYP Coordinator, staff</p>	<p>HSC, site funds</p> <p>District, LGEF</p>
Foster a positive District culture of mutual staff appreciation, recognition, inclusivity, diversity, fun, and joy.	Staff has the opportunity to join a district Culture Committee to explore various creative ideas for creating a more positive work environment district wide	Principal, Assistant Superintendent, staff committee rep	

	Begin staff meetings and/or Wednesday IB collaboration meetings with a mindful moment or other activity	Principal, PYP Coordinator	
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How will the school evaluate this goal

LCAP Priority Area(s)

- | | | | |
|--|--|---------------------------------|---|
| <input checked="" type="checkbox"/> Basic Services | <input checked="" type="checkbox"/> Implementation | Parent Involvement (Engagement) | <input checked="" type="checkbox"/> Pupil Achievement |
| <input checked="" type="checkbox"/> Pupil Engagement | <input checked="" type="checkbox"/> 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
Re-evaluate and strengthen school site safety protocols and emergency procedures.	Review school safety Covid-19 related protocols regularly	Principal, Director of Maintenance, Director of Student Services, staff	District
	Review Comprehensive School Safety Plan	Principal, Director of Maintenance, Site Council	District
	Staff participate in Incident Command System training	Principal, Director of Maintenance, staff	District
	Staff participate in a district wide emergency exercise and debrief/reflect to make improvements	Principal, Director of Maintenance, staff	District

How will the school evaluate this goal

LCAP Priority Area(s)

^x Basic Services

^x Implementation

^x Parent Involvement (Engagement)

Pupil Achievement

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 March 2022.

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
Jason Deppong	X			
Jessica Zannotto				X
Rachel Beckerman				X
Jill Mayo, Administrative Assistant			X	
Kristin Johnson		X		
Numbers of members of each category:	1	1	1	2

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 October 7, 2021.

Attested:

School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

This SPSA was adopted by the SSC at a public meeting on: **10.7.21**

Attested:

Jason Deppong
School Principal

redacted

Signature

10.7.2021

Date

Rachel Beckerman
Parent

redacted

Signature

10.7.2021

Date

Jessica Zanatoo
Parent

redacted

Signature

10.7.2021

Date

Jill Mayo
Admin. Asst.

redacted

Signature

10.7.2021

Date

Kristin Johnson
TK/K Grade Teacher

redacted

Signature

10.7.2021

Date

Text

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.

Annual Evaluation