

The Single Plan for Student Achievement

School: Foothill Elementary School
CDS Code: 43696826049084
District: Saratoga Union Elementary School District
Principal: Joe Bosco
Revision Date: 11/16/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 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.

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 12/14/2017.

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School Vision and Mission

Foothill Elementary School's Vision and Mission Statements

Foothill School will provide motivational and differentiated instructional programs for all students in a nurturing, positive and diverse school climate that produces caring, responsible and successful 21st Century learners and citizens.

The mission of Foothill Elementary School is to create an environment, which excites and inspires all children with a passion for learning now and in the future. To educate students to the fullest potential, our focus of Three Dimensional Success includes three components; academic success for all students, providing a balanced curriculum, and the building of caring, responsible students.

School Profile

At Foothill Elementary School, students, parents, staff and community work together to ensure that each student receives a rigorous, comprehensive, balanced and integrated educational program in a safe, caring environment. All children have the opportunity to develop their ability to think critically, solve problems, communicate effectively, work independently and collaboratively, take risks, make decisions, be creative and help others. With the children as our priority, the staff will continuously reflect on our teaching practices, use student data to guide the curriculum, share ideas and concerns honestly, communicate regularly with parents and community, and model a lifelong joy of learning through our own personal and professional growth.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In the Spring of 2017, a survey was sent to all Saratoga Union School District (SUSD) employees and community members, and it was also available to the community via the District website. The survey was open for six weeks, and several reminders were sent: 426 SUSD parents, employees, and community members participated. The survey questions address the 8 State Priorities, such as student achievement/engagement, implementation of Common Core State Standards, school climate, parental involvement, course access, and basic services.

A survey was also given to all students in grades 4 - 8 and was open for six weeks. Principals and teachers encouraged students to take the survey at school: 419 students participated districtwide.

Refer to 2017-20 SUSD LCAP pages 65-93 on District website under "Our District" and "Local Control Accountability Plan".

Informal surveys are given to parents and teachers throughout the year, and results are used to improve district programs.

The School Site Council analyzes data and discusses parent input at their monthly meetings. The issues discussed include addressing social-emotional needs of children, meeting the needs of our English Learners, incorporating technology to enhance teaching and learning, and providing appropriate professional development for staff.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

SUSD teachers are evaluated as per the Saratoga Teachers' Association contract. In addition, administrators informally observe every teacher frequently and provide feedback to them. Our focus areas this year are: implementation of high impact strategies (Visible

Learning), implementing standards-based instruction, meeting the social-emotional needs of students, and providing appropriate technology to enhance teaching and learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014 and replaces the Standardized Testing and Reporting (STAR) Program. The CAASPP System encompasses the following assessments and student participation requirements:

The Smarter Balanced Summative Assessments (SBAC) are comprehensive end-of-year assessments in English language arts/literacy (ELA) and mathematics that are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and measure progress toward college and career readiness. Both the ELA and mathematics assessments are comprised of two parts: computer adaptive test and performance task. All students in grades three through eight take these assessments, with the exception of those students who have an individualized education program that designates the use of an alternate assessment. The Smarter Balanced Summative Assessments are administered when at least 66 percent of instructional year has been completed.

California Alternate Assessments (CAAs) for ELA and mathematics in grades three through eight. Students with cognitive disabilities who are unable to take the Smarter Balanced Summative Assessments, even with accessibility supports, and whose individualized education program (IEP) indicates assessment with an alternate test. The content of the alternate assessment is based on alternate achievement standards derived from the Common Core State Standards for students with cognitive disabilities. The CAAs are a computer-based adaptive test and administered to students in a one-on-one environment.

California Science Test (CAST) Field Test is required from all students in grades five and eight unless their IEP indicates assessment with an alternate test. The CAST includes discrete items and performance tasks (PTs). The discrete item types consist of selected response, constructed response, table, fill-in, graphing, etc. The PTs are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards. The CAST is aligned with the California Next Generation Science Standards (CA NGSS, which were adopted by the State Board of Education in September 2013). The 2017 administration of the CAST was a census pilot test and the 2018 CAST will be a census field test.

California Alternate Assessment [CAA] for Science Pilot Test: Students in grades five and eight with cognitive disabilities who are unable to take the CAST even with accessibility supports and whose IEP indicates assessment with an alternate test. The content of the alternate assessment is based on alternate achievement standards derived from the CA NGSS for students with cognitive disabilities.

California English Language Development Test (CELDT)-- All students who are identified in the home language survey in the registration packet take the CELDT assessment upon enrollment and annually to determine the level of fluency in English and the appropriate English Language Development services for that student. The CELDT allows our staff to identify students who need to improve their skills in listening, speaking, reading, and writing in English.

The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. The California Department of Education (CDE) expects to be fully transitioned from the CELDT to the ELPAC as the state's assessment of ELP by 2018–19.

Physical Fitness Test (PFT): Students in grades five and seven take the fitness test, which has six parts (aerobic capacity, abdominal strength and endurance, upper body strength and endurance, body composition, trunk extensor strength and flexibility, and flexibility) that show a level of fitness that offer a degree of defense against diseases that come from inactivity.

SUSD Assessments:

- * Writing assessment: All students in Grades K-5 will take pre- and post- writing assessments, three times per year or more.
- * Developmental Reading Assessment (DRA): All students in Grades K-3 will be assessed at least twice a year. All Grade 4-5 students who are not reading at their grade level will be assessed twice a year.
- * Content assessments: are administered in the content areas of math, ELA, social studies, and science.
- * Middle school math placement assessments: multiple and objective measures which are used to place students in middle school math courses for which they are appropriately prepared to be successful.

The SUSD Assessment Calendar denotes the aforementioned assessments and dates of administration.

Special Education qualification testing is available if recommended by the Student Study Team or requested by parents.

Elementary Student Progress Updates (trimester) and RMS Report Cards (semester) provide written records of student performance on curriculum outcomes over a period of time.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All SUSD teachers use the curriculum-embedded assessments in their subject areas to monitor student progress and the effectiveness of instruction. The results are used to reteach, modify, and differentiate the curriculum to students needing extra support.

California's new accountability system is reported through the California School Dashboard, which is an online tool that reports on multiple measures, including local and state indicators. The Dashboard reflects districts' and schools' growth and status in the areas of suspension, English learner progress, and academic progress in ELA and mathematics.

SUSD teachers and administrators utilize a data management system to monitor overall performance on assessments over time.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers are ESSA (The Every Student Succeeds Act of 2015) compliant: a teacher of core academic content must possess: a bachelor's degree, a teaching or intern credential, and demonstrated core academic subject matter competence. The core academic content areas include: multiple/general subjects, English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, history, geography, and the arts.

All SUSD teachers are CLAD (Crosscultural, Language, and Academic Development) certified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All SUSD teachers are qualified, effective instructors (appropriately credentialed) per California's State Board of Education.

Saratoga Union School District sponsors three days of professional staff development during the course of the school year. District and site leaders and teacher leaders work with staff members to analyze student data, make curricular adjustments based upon student need, and learn and incorporate new and innovative strategies to support student achievement. Teachers also work with one another during collaboration periods during the school week. This collaborative work is very instrumental in maintaining consistency of curriculum design and sharing best practices with one another. Elementary and middle school teachers have been using the collaboration period for some time. Ongoing professional development is a very high priority for all SUSD teachers and classified staff. In addition our teachers and other staff are encouraged, and take advantage of, extensive training opportunities within the district and on their own.

SUSD developed a comprehensive curriculum framework to align professional development and curriculum implementation.

2017-18 Professional learning focus areas are:

- * Mandatory health and safety trainings
- * Next Generation Science Standards implementation (TK-5 and RMS science teachers)
- * Math: content and standards for mathematical practice implementation (TK-5 and RMS math teachers)
- * ELA implementation of standards-based program (RMS core teachers)
- * Balanced literacy
- * Writing Workshop (elementary)
- * Visible Learning (effective strategies with high impact to student learning)
- * G-Suite training (differentiated for teachers' levels - TK - 8)
- * MakerSpace and project-based learning
- * Strategies to support English learners
- * Suicide awareness and prevention, gender equity and inclusivity, and comprehensive sexuality education (middle school)

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The SUSD District Leadership Team's (DLT) purpose is to provide a vehicle for teacher input on district decisions, specifically to: 1) ensure and facilitate articulation among school sites, grade levels, departments, etc, and 2) Establish long- and short-term professional development goals (content and timelines), based upon district goals and administrator, teacher and/or student need. Elementary grade-level representatives and middle school department-level representatives on the DLT meet monthly to align professional development to content standards, assessed student performance, and professional needs.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

SUSD provides TK-8 teachers with differentiated, ongoing, job-embedded professional development in a safe environment focusing on schoolwide improvement and building teacher capacity. The overall goal is to improve student learning. Some of the ways that instructional coaches support teachers are:

- * Focusing on student learning
- * Improving teaching practices
- * Building teacher collective efficacy
- * Working together as professionals
- * Collaboratively building teacher capacity
- * Developing a deep cycle of learning or a quick learning experience
- * Co-planning, co-teaching, reflecting
- * Analyzing data together

Possible examples of professional learning experiences with SUSD's TOSAs include:

- * ELA/ELD core and supplementary instructional materials support
- * Assessment-driven instruction
- * Conferring/small group instruction
- * Writing and reading across the curriculum
- * Book clubs/ literature circles
- * Guided Reading
- * Balanced literacy components
- * Differentiation/ Enrichment
- * Technology and digital instructional tools
- * Workshop teaching
- * RMS Core (ELA and Social Studies) coaching support
- * Implementation and customization of curriculum
- * Mathematics core and supplementary instructional materials support
- * Using assessment to inform instruction
- * Integrating technology into instruction using the SAMR (Substitution, Augmentation, Modification, Redefinition) model
- * G-Suite for Education (collaboration and productivity tools)
- * EL strategies and best practices
- * Integrated ELD instruction in the content areas
- * Designated ELD instruction using the ELD standards and Framework
- * Progress monitoring of English learners

SUSD participates in the Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) program for new teachers to:

- * Develop an Individualized Learning Plan which includes assessing their own practice against a subset of high-impact California Standards for the Teaching Profession, setting goals, and planning for growth
- * Know the strengths and needs of their students across multiple dimensions-both as academics and as whole people
- * Build positive collaborations with families, colleagues, administrators, and the broader community
- * Regularly analyze student work in order to understand student strengths and needs as well as current levels of success
- * Plan effective and rigorous standards-aligned lessons
- * Engage in focused observation and feedback cycles both of their own classrooms as well as observing in the classrooms of experienced and expert teachers
- * Regularly reflect on teaching practice and growth

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers work with one another during collaboration periods during the school week. This collaborative work is very instrumental in maintaining consistency of curriculum design and sharing best practices with one another. The SUSD Professional Learning Calendar delineates the weekly focus for professional development, which is more often than not teacher collaboration to focus on professional growth to improve student learning. Teachers meet in site-, district wide or department teams to focus on student learning, including data-analysis and looking at student work.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Standards-based teaching and learning is a student-centered approach to curriculum design, assessment, and instruction guided by a series of learning targets for students in every Saratoga Union School District grade level. These standards are derived from a variety of widely accepted and state-mandated sources including Common Core State Standards, Next Generation Science Standards, and California Content Standards.

Based on these standards, teachers collaborate in district wide grade level or department teams to consider what students should know or be able to do, how they will know whether students know and can do, what they will do when students don't know or can't do, and how they will respond when students already know and can already do. SUSD teachers use a variety of assessment data to create personalized opportunities for students to acquire essential knowledge and skills, make meaning of big ideas, and transfer this learning to worthwhile tasks that engage and challenge students of all ability levels.

Standards are not equally significant. Some standards have relevance across multiple courses and disciplines, while others deepen understanding and skills within a certain course or discipline. The most salient standards for every grade level and course have been identified by teams of SUSD elementary teachers, principals, and instructional coaches using the following criteria:

- * Endurance: standards that provide students with knowledge and skills beyond a single test date
- * Leverage: standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas
- * Readiness: standards that provide knowledge and skills for success in the next grade or level of instruction SUSD students are exposed to the full and diverse range of standards associated with a grade level or course; however, essential standards clarify areas of acute focus, and guide teachers in decision-making about allocation of instructional time and resources.

Just as standards guide areas of instructional focus, evaluation of student learning leads teachers to dynamic instructional decision-making. Data regarding student successes and needs are gleaned from a variety of assessments including frequent informal assessment, ongoing classroom observation, thoughtful evaluation of performance tasks, and less-frequent traditional tests. With clear assessment data, teachers consider next steps for each student relative to deep and rigorous understanding of standards. Teachers anticipate and plan for successful outcomes for ALL students.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Kindergarten:

The minimum school day for kindergarten students shall be 180 minutes, including recesses but excluding noon intermissions. (Education Code 46115, 46117)

Elementary Schools:

The minimum school day for students in elementary schools shall be:

230 minutes for students in grades 1-3 (Education Code 46112)

240 minutes for students in grades 4-8 (Education Code 46113)

For students in grades 1-8, the minimum school day excludes both noon intermissions and recesses. (Education Code 46115)

Secondary Schools:

The minimum school day for middle and high school students shall be 240 minutes unless otherwise provided by law. (Education Code 46141-46147)

The adopted course of study includes English Language Arts, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. The State of California has no hourly requirements for coursework, other than for physical education.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Elementary intervention courses and programs are scheduled not to interfere with the Saratoga Education Foundation enrichment classes of art, music, science labs, library time, physical education or special activities. These specialized intervention courses do not supplant classroom instruction. The classroom teachers work with the specialists to determine the schedule. These programs include: special education “pull-out” and “push-in”, reading intervention sessions, English language development "pull-out" and "push-in" support, and 4th and 5th-grade science labs.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

SUSD students have access to standards-based instructional materials, as per EC Section 60119(c)(1), which states that sufficient textbooks or instructional materials means, "each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil." This specifically applies to four subject areas: reading/language arts, mathematics, science, and history-social science.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The SUSD Williams Quarterly Reviews reveal that all state-adopted texts and materials are available to all students, and used daily in the instruction of our students.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All SUSD students receive the educational services they need to achieve the high academic standards in all curricular areas. Services provided by the general education classroom program may include the following:

- * Peer tutoring
- * Cross-age tutoring
- * Modified instruction
- * Cross-curricular teaching
- * Differentiated instruction

Student Study Team (SST) is a group that examines a student's academic, behavioral and social-emotional progress and proposes interventions for the student. The team usually consists of a teacher, administrator, and support personnel from the school. The student and parent are also a part of the team.

The Resource Specialist Program (RSP) teacher works with students who have an Individualized Education Plan (IEP).

Other personnel that provide services for underperforming students include school psychologists, occupational therapists, speech therapists, and counselors.

14. Research-based educational practices to raise student achievement

Saratoga Union School District educators are committed to knowing their impact on teaching and learning. Visible Learning refers to making student learning visible to teachers so they know whether they are having an impact on learning. It also refers to making teaching visible to the students so students learn to become their own teachers. Visible Learning comprises John Hattie's 800 meta-analyses (a method of combining results from different studies to identify patterns) of 50,000 research articles and about 240 million students. The most important discovery from the research was that almost any intervention can claim to "work." We need to be more discriminating in the educational practices we implement. Rather than looking at any practice that has an effect size of more than zero ($d > 0$), in Visible Learning Hattie suggests that an effect size of 0.40 should be considered the hinge-point. An effect size of 0.40 is about the average effect we expect from a year's schooling. Therefore we should aim to implement those interventions of 0.40 and above because those are the ones that will truly improve student achievement.

SUSD Educators have identified the following high-impact strategies:

- * Collective teacher efficacy ($d = 1.57$): helping all teachers on the staff to understand that the way they go about their work has a significant impact on student results.
- * Formative evaluation and assessment ($d = .90$): feedback that provides teachers with formative information on attention to the purposes of innovations, the willingness to seek evidence on where students are not doing well, the keenness to see the effects on all students, and openness to new experiences make a difference.
- * Feedback ($d = .75$): teachers seek feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged.
- * Teacher Clarity ($d = .75$): teachers provide organization, explanation, examples and guided practice, and assessment of student learning.
- * Teacher-student relationships ($d = .72$): teacher behavior reflects non-directivity, empathy, warmth, encouragement of higher order thinking, encouraging, learning, adapting to differences, genuineness, and learner-centered beliefs.

Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

SUSD educators utilize a variety of resources to assist and support all students:

- * Saratoga Education Foundation (SEF): this parent-run organization raises funds for visual arts, music, computers, library, and physical education staff.
- * Parent Teacher Association (PTA): supports classrooms with materials, budget, and grant process.
- * Parent volunteers assist in every elementary classroom at least weekly and often daily.
- * District Special Education Support Staff: An Occupational therapist, Speech and Language teacher, Resource Specialist, Behavioral Specialist, district psychologists, and a district nurse assist with student needs.
- * Los Gatos Saratoga Recreation Department and SUSD provide an academic summer school for underperforming students entering Grades 1-8 in the curricular areas of reading and math.
- * Counseling and Support Services for Youth (CASSY) supports RMS students' social-emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education
- * Saratoga Music Boosters (SMB) supports music programs for students and raises funds for SUSD and SHS Music Programs.
- * Project Cornerstone programs to reduce bullying, promote achievement and help all students feel valued and respected.
- * Los Gatos Saratoga High School District and SUSD partner to meet the academic and social-emotional needs of our students by ensuring ongoing communication between teachers and administrators.
- * Santa Clara County Sheriff's Department provides a School Resource Officer whose primary function is to establish and maintain a positive relationship with the schools in Saratoga.
- * City of Saratoga partners with SUSD to improve emergency preparedness and communication protocol in our community.
- * Santa Clara County Library District partners with SUSD to ensure that all students have a library card and access to the library's rich learning resources including books, eBooks, computers, music, periodicals, databases, and more.
- * Santa Clara County Office of Education provides technical support in implementation of the district's programs and initiatives.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Saratoga Union School District (SUSD) has a very involved and dedicated parent community. Many parents generously contribute their valuable time, energy, and financial resources in order for our district to provide a stellar learning environment for our students. Our partnership with parents and the community translates into enriching learning opportunities and activities that set our district apart. The richness of the programs in Saratoga Union School District (SUSD) is made possible by the strong partnership between the schools, parents and the community-at-large.

The structure for parent involvement includes committees at both the district and site levels comprised of a cross section of parents representing English learners, students with disabilities, low- income families, and all students. The committees also include stakeholders from the certificated and classified bargaining units, as well as site and district administrators.

The stakeholders that provide input into the Single Plans for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) include:

- * District Leadership Team (DLT);
- * District English Learner Advisory Committee (DELAC);
- * Science, Technology, Engineering, Arts, Math, and Music (STEAM) Team;
- * School Site Councils (SSCs);
- * Superintendent's Advisory Council (SAC) comprised of parent leaders of each site's School Site Council (SSC), Parent Teacher Association (PTA), Saratoga Education Foundation (SEF), and other parent volunteer organizations;
- * Emergency Preparedness Committee;
- * Saratoga Education Foundation (SEF);
- * Comprehensive Sexuality Education (CSE) Working Group;
- * School-based committees comprised of staff and parents

In particular, the following two groups plan, implement, and evaluate school programs:

- * School Site Council (SSC) : Parents and staff members create, implement, and assess a school plan to address student achievement, focusing on providing support to underachieving students.
- * District English Language Advisory Committee (DELAC): Parents and staff members support students, families, and teachers by reviewing English Learner data and best practices to advise School Site Councils and the Board of Trustees on ways to support English Language Learners.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds that enable "underperforming students" to meet standards:

* Title II Funds (Preparing, Training, and Recruiting High Quality Teachers and Principals) is a federal grant used to provide continuous, ongoing training that helps teachers understand academic subjects and learn strategies to help students meet high academic standards. In 2017-18 SUSD will receive approximately \$24,840, which must also be shared with the two private schools in the attendance area.

*Title III Part A Language Instruction for English Learners and Title III Part A Immigrant Funds are federal grants that help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. In 2017-18 SUSD will receive approximately \$10,831 (Title 3 EL) and \$9,369 (Title 3 Immigrant).

18. Fiscal support (EPC)

Fiscal support for SUSD's educational programs is provided by the district's General Fund, district Parcel Tax, state federal Categorical Funds (Title II, and Title III), the Saratoga Education Foundation, and the Parent Teacher Associations. Additional information about SUSD's budget can be found at <https://www.saratogausd.org/Page/485>.

Description of Barriers and Related School Goals

Possible Barriers to achieving goals:

1. Substitutes: Adequate numbers of available substitutes is a major barrier in SUSD and statewide. Planning, data review and training days are scheduled and often there are no substitutes to cover teachers so they may attend the training or planning day. This impacts student academic progress as teachers are not given adequate time to analyze data and plan next steps or receive the training necessary to move their practice forward.
2. Time for structured and unstructured collaboration
3. Educators' Mindset: the need to encourage educators' flexible mindset, i.e., the belief that we are evaluators, change agents, adaptive learning experts, seekers of feedback about our impact, engaged in dialogue and challenge, and that we see opportunity in making mistakes, and are keen to spread the message about the power, fun, and impact that we have on learning.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	66	58	60	64	57	60	64	57	60	97.0	98.3	100
Grade 4	70	67	47	69	65	46	69	65	46	98.6	97	97.9
Grade 5	82	74	69	80	74	67	79	74	67	97.6	100	97.1
All Grades	218	199	176	213	196	173	212	196	173	97.7	98.5	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2489.3	2499.6	2482.9	44	60	46.67	34	23	33.33	19	7	15.00	3	11	5.00
Grade 4	2553.3	2549.8	2554.7	74	57	71.74	13	29	19.57	6	9	6.52	7	5	2.17
Grade 5	2578.8	2605.0	2580.0	60	66	55.22	23	20	26.87	6	7	10.45	10	7	7.46
All Grades	N/A	N/A	N/A	60	61	56.65	23	24	27.17	10	8	10.98	7	7	5.20

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	39	58	45.00	50	30	45.00	11	12	10.00	
Grade 4	71	62	60.87	22	29	36.96	6	9	2.17	
Grade 5	52	59	59.70	34	31	31.34	14	9	8.96	
All Grades	54	60	54.91	35	30	37.57	10	10	7.51	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	54	55.00	31	37	40.00	8	9	5.00
Grade 4	57	54	56.52	29	42	36.96	13	5	6.52
Grade 5	65	74	67.16	25	19	25.37	10	7	7.46
All Grades	60	62	60.12	28	32	33.53	10	7	6.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	49	30.00	67	44	61.67	3	7	8.33
Grade 4	55	35	41.30	38	62	56.52	6	3	2.17
Grade 5	42	54	46.27	47	36	49.25	11	9	4.48
All Grades	42	46	39.31	50	47	55.49	7	7	5.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	47	30.00	34	37	55.00	6	16	15.00
Grade 4	45	54	52.17	26	42	45.65	6	5	2.17
Grade 5	67	74	47.76	28	22	44.78	5	4	7.46
All Grades	58	60	42.77	29	33	48.55	6	8	8.67

Conclusions based on this data:

1. Differentiated instruction is needed to meet the needs of all learners.
2. Teachers will review and analyze data for their grade level to evaluate the grade level instructional program.
3. Frequent formative assessment will provide timely and targeted information about each students' progress and necessary instructional shifts.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	66	58	60	64	57	60	64	57	60	97.0	98.3	100
Grade 4	70	67	47	70	66	46	70	66	46	100.0	98.5	97.9
Grade 5	82	74	69	79	74	67	79	74	67	96.3	100	97.1
All Grades	218	199	176	213	197	173	213	197	173	97.7	99	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2495.2	2523.0	2508.4	45	68	55.00	41	21	26.67	8	4	13.33	6	7	5.00
Grade 4	2574.1	2571.5	2572.0	69	65	67.39	21	24	26.09	6	9	4.35	4	2	2.17
Grade 5	2602.2	2623.3	2609.6	67	78	70.15	13	12	17.91	10	4	7.46	10	5	4.48
All Grades	N/A	N/A	N/A	61	71	64.16	24	19	23.12	8	6	8.67	7	5	4.05

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	64	81	70.00	30	12	20.00	6	7	10.00	
Grade 4	81	79	78.26	10	18	17.39	9	3	4.35	
Grade 5	73	86	76.12	14	7	19.40	13	7	4.48	
All Grades	73	82	74.57	17	12	19.08	9	6	6.36	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	66	77	61.67	30	16	31.67	5	7	6.67
Grade 4	69	67	73.91	26	29	23.91	6	5	2.17
Grade 5	63	72	65.67	22	20	28.36	15	8	5.97
All Grades	66	72	66.47	25	22	28.32	9	7	5.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	72	60.00	44	25	35.00	8	4	5.00
Grade 4	74	70	67.39	19	27	30.43	7	3	2.17
Grade 5	68	68	64.18	16	27	31.34	15	5	4.48
All Grades	64	70	63.58	25	26	32.37	10	4	4.05

Conclusions based on this data:

1. Differentiated instruction is needed to meet the needs of all learners.
2. Teachers will review and analyze data for their grade level to evaluate the grade level instructional program.
3. Frequent formative assessment will provide timely and targeted information about each students' progress and necessary instructional shifts.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	***					***		***							***
1		***	***	***		***	***		***						
2		***			***	***			***	***		***			
3		25		***		50		25	50		25			25	
4				20			60		100				20		
5					***	***	75	***	***		***		25		***
Total	7	33	5	20	17	32	47	25	47	13	17	5	13	8	11

Conclusions based on this data:

1. English Learners are supported through their appropriately credentialed classroom teacher as well as an EL Aide providing support in the classroom and through an after-school intervention program. We will continue to monitor student performance for those students who are classified as English Proficient.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	27	8		64	42			33			8		9	8	
1	44	56		22	11		11				11		22	22	
2	25	57		25	14					50				29	
3		20		***				20			40			20	
4	25	25		13			50				25		13	50	
5					33		75	33			17		25	17	
Total	26	28		36	21		21	16		5	14		13	21	

Conclusions based on this data:

1. ELA/ELA instructional materials and pedagogical strategies will be targeted to meet the academic needs of English learners.
2. Beginning and early intermediate English learners will receive daily English language development instruction.
3. CDE has not released 2015-16 CELDT data at time of publication of this SPSA.

School and Student Performance Data

District CELDT (Annual Assessment) Results

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	***		14	***	60	57		40	14						14
1	21	31	24	29	54	65	43	8	12	7				8	
2	22	43		22	43	50	33	14	30	22		20			
3	30	20		60	40	33	10	10	67		20			10	
4	15	67	33	38	17		31		67		17		15		
5	9	23		45	38	60	36	15	20		23		9		20
6		38		38	50	54	25	13	31	25		15	13		
7	40	17	***	40	67		20		***		17				
8		75	33	43		33	43	25	33	14					
Total	19	33	16	39	43	46	30	13	30	8	9	5	5	3	3

School and Student Performance Data

California Data Dashboard (Equity Report)



California School
DASHBOARD



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Equity Report

Foothill Elementary - Santa Clara County

Enrollment: 360 Socioeconomically Disadvantaged: 2% English Learners: 6% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year:

Spring 2017

Equity Report

Status and Change Report

Detailed Reports

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		4	0
English Learner Progress (K-12)		N/A	N/A
<u>English Language Arts (3-8)</u>		2	0
<u>Mathematics (3-8)</u>		2	0

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

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School and Student Performance Data

California Data Dashboard (Status Report)



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Status and Change Report

Foothill Elementary - Santa Clara County

Enrollment: 360 Socioeconomically Disadvantaged: 2% English Learners: 6% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

Equity Report **Status and Change Report** Detailed Reports Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0.3%	Declined -0.3%
English Learner Progress (K-12)		High 79.3%	Declined -4.9%
<u>English Language Arts (3-8)</u>		Very High 89 points above level 3	Increased +16.7 points
<u>Mathematics (3-8)</u>		Very High 93.9 points above level 3	Increased Significantly +18.8 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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School and Student Performance Data

California Data Dashboard (Detailed Report)



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Detailed Report

Foothill Elementary - Santa Clara County

Enrollment: 360 Socioeconomically Disadvantaged: 2% English Learners: 6% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

[Equity Report](#)
 [Status and Change Report](#)
 [Detailed Reports](#)
 [Student Group Report](#)

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

[Academic Performance](#)
 [School Conditions and Climate](#)
 [Academic Engagement](#)

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		High 79.3%	Declined -4.9%
English Language Arts (3-8)		Very High 89 points above level 3	Increased +16.7 points
Mathematics (3-8)		Very High 93.9 points above level 3	Increased Significantly +18.8 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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School and Student Performance Data

California Data Dashboard (Student Group Report)



California School
DASHBOARD



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Student Group Report

Foothill Elementary - Santa Clara County

Enrollment: 360 Socioeconomically Disadvantaged: 2% English Learners: 6% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

Equity Report Status and Change Report Detailed Reports **Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	N/A	N/A	*		*		*	*	*	*		
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		*	N/A	N/A	*	*	*		*	*	*	*	*	
<u>Mathematics (3-8)</u>		*	N/A	N/A	*	*	*		*	*	*	*	*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

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Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LCAP GOAL:
SUSD LCAP Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.
SCHOOL GOAL #1:
To increase English Learner progress on the SBAC ELA summative from 79.3% to 80 percent and for every English Learner to make at least one year of learning in English Language Proficiency.
Data Used to Form this Goal:
CAASPP SBAC Summative Assessments
Findings from the Analysis of this Data:
English Language Learners continue to need support in the acquisition of English skills so they can have equal access to the grade level curricula presented in the classroom.
How the School will Evaluate the Progress of this Goal:
Formative and Summative assessments will be given by the classroom teacher and EL Aide to determine the support needed. SBAC California Dashboard

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Rosetta Stone Software for English Learners.	Start Date : 8/17/2017 Completion Date : 6/8/2018	ELD Aide, District ELD Team, Classroom teacher, Principal	Refer to Centralized Services LCAP Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Learner Instructional Aide will provide push in integrated ELD intervention support during the school day for English Learners.	Start Date : 8/17/2017 Completion Date : 6/8/2018	ELD Aide, ELA/ELD TOSA, District ELD Team	Refer to Centralized Services LCAP Goal 1			
Certificated teachers will provide "designated ELD support" and intervention support for English Language Learners.	Start Date: October 2017 Completion Date: June 2018	Classroom teachers, ELA/ELD TOSA, Literacy Coach, District ELD Team	Refer to Centralized Services LCAP Goal 1.			
Ongoing monitoring of progress of all students, including English learners, reclassified English learners, and students performing below grade level.	Start Date: October 2017 Completion June 2018	Teachers, Principal, ELA/ELD TOSA, District EL Team, Assistant Superintendent of Educational Services	Refer to Centralized Services LCAP Goal			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Health, Safety, and Social Emotional Literacy
LCAP GOAL:
SUSD LCAP Goal 3: Our students will be educated in a safe environment that ensures physical safety, integrates social emotional literacy and engages students and stakeholders at all levels.
SCHOOL GOAL #2:
Foothill will maintain and provide a safe, drug free, anti-bully, and positive school environment conducive to learning for 100 percent of students by offering programs that support healthy social development. 100 percent of Students will have the opportunity to participate in the following programs as appropriate for their grade level.
Data Used to Form this Goal:
LCAP discussions Project Cornerstone survey
Findings from the Analysis of this Data:
Providing curriculum and guidance to support the social emotional needs of students continues to remain a high priority amongst staff and parents.
How the School will Evaluate the Progress of this Goal:
Staff will review and discuss in meetings and collaborations Findings will be shared with School Site Council Examine Project Cornerstone data Discipline Data Amount of Kindness cards Participation Student Reflections Impact statements from community stakeholders

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavior Plan to support students for consistency among all adults on campus in regards to our approach to classroom management and school expectations.	Start Date : 8/117/2017 Completion Date : 6/8/2018	Faculty Advisory Committee	Refer to Centralized Services LCAP Goal 3.			
Project Cornestone ABC program in all grades.	Start Date : 8/17/2017 Completion Date : 6/8/2018	Roxanne Enman-parent School Site Council PTA	Refer to Centralized Services LCAP Goal 3.			
Kindness Campaign	Start Date: 10/2018	PTA, SSC, Teachers and Staff, Student Council				
Continue Playground Pals programs.	Start Date : 8/17/2017 Completion Date : 6/8/2018	Karen Smyrl-Staff Joe Bosco-Principal PTA SSC				
Sheriff's assemblies	Start Date:8/17/2017 Completion Date: 6/8/2018	School Resource Officer	SRO will lead a series of assemblies which are designed to educate our students on internet safety, bike safety, and stranger danger.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Buddies System	Start Date: 8/17/2017 Completion Date: 6/8/2018	Teachers	One upper grade level will pair up with a primary grade level to ensure students are learning to work together no matter what the age range. In addition will help teach kids empathy and also accountability, and leadership.			
Mindfulness Training	Start Date: 8/17/2017 Completion Date: 6/8/2016	All Staff/Jill Kaminski	Teach our students about the Brain and how it works. Ensure students are getting taught strategies they can use to help regulate themselves.			
Student Council Activities	Start Date: 9/2017 End Date: 6/2018	Teachers	Have students elect a council to support our student body. Teach students about leadership and citizenship. All students have an opportunity to participate in student council activities.			
Digital Citizenship	Start Date: 9/2017 End Date: 6/2018	All teachers K-5th	Teach 3 lessons about digital citizenship throughout the year. Lessons will be taken from Common Sense Media.			
Kindness Curriculum	Start Date: 9/2017 End Date: 6/2018	Teachers	Teach at least one lesson from Kindness Curriculum			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LCAP GOAL:
LCAP Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.
SCHOOL GOAL #3:
All students will demonstrate upward growth in student achievement, as measured by local and state assessments. The percentage of students in categories of 'standard exceeded' or 'standard met in Math will increase from 87% to 90% on the annual CAASPP report. Math subjects will retain the status of "Very High" on the California School Dashboard Report.
Data Used to Form this Goal:
CAASPP SBAC Summative Data Interim assessments Data from Dreambox/Khan Academy
Findings from the Analysis of this Data:
Students assessment scores provide us with a snapshot of where students academic levels are. Staff will use assessment information to determine where students need the most instruction. Staff will ensure all grade levels are consistent with the standards that are necessary to move on to the next grade level
How the School will Evaluate the Progress of this Goal:
CAASPP SBAC Summative Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development activities to address the full implementation of Common Core State Standards	Start Date : 8/18/2017 Completion Date: 6/9/2018	All Staff Teachers, Principal, Math TOSA, Assistant Superintendent of Educational Services	Refer to Centralized Services LCAP Goal 1.			
Student assessment scores provide us with a snapshot of where students need the most instruction. Staff will ensure all grade levels are consistent with the CCSS that are necessary to move on to the next grade level.	Start Date: 8/18/2017 Completion Date: 6/9/2018	All Staff, Teachers, Principal, Math TOSA, Assistant Superintendent of Educational Services	Refer to Centralized Services LCAP Goal 1.			
Teacher have access to supplemental math programs to be used at home or in school. The use of these programs enables a 21st century individualized learning environment. Example: Khan Academy, Dreambox	Start Date : 8/18/2017 Completion Date : 6/9/2018	Parents, Teachers, Principal, Math TOSA, Assistant Superintendent of Educational Services	Refer to Centralized Services LCAP Goal 1.			
Math Team for 1st through 5th grade	Start Date: 8/18/2017 Completion Date: 6/9/2018	PTA Students Staff	Students will work to solve problems in teams and compete against other districts around our county.			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LCAP GOAL:
LCAP Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.
SCHOOL GOAL #4:
All students will demonstrate upward growth in student achievement, as measured by local and state assessments. The percentage of students in categories of 'standard exceeded' or 'standard met in ELA will increase from 84% to 90% on the annual CAASPP report. ELA subjects will retain the status of "Very High" on the California School Dashboard Report.
Data Used to Form this Goal:
Writing assessments in each genre/Unit of Study Reading assessments Smarter balance Developmental Reading Assessment (DRA) CAASPP ELA SBAC Summative
Findings from the Analysis of this Data:
Foothill continues to work towards helping all our students become better readers. Guided reading will provide our students with targeted instruction designed to help improve literacy. Teachers will use assessments to understand student levels and use the information to group students accordingly. Teachers will differentiate and target instruction.
How the School will Evaluate the Progress of this Goal:
Survey staff Report cards Work Samples DRA progress CAASPP ELA SBAC Summative

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom teachers, District Literacy Coach and District Instructional Coach will provide reading intervention for English Learners.	Start Date : 8/18/2017 Completion Date : 6/9/2018	District Literacy Coach, District Instructional Coach, ELA/ELD TOSA, Assistant Superintendent of Educational Services, and classroom teachers will collaborate to support student instruction	Refer to Centralized Services LCAP Goal 1.			
Provide opportunities for professional development in reading and writing.	Start Date : 8/18/2017 Completion Date : 6/9/2018	Teachers, Principal, ELA TOSA, Innovative Learning Team, Assistant Superintendent of Educational Services	Refer to Centralized Services LCAP Goal 1.			
Field testing of Lucy Calkins Units of Study Reading Workshop	Start Date: 8/18/2017 Completion Date: 6/9/2018	Teachers, Principal, Innovative Learning Team, ELA TOSA, Assistant Superintendent of Educational Services	Teachers are piloting and gaining a better understanding of how to use this program effectively for our students.			
Read-a- thon	Start Date: 11/21/17 Completion Date: 11/15/18	Staff PTA Students	Students and staff at Foothill take part in a read-a- thon to further our love for literacy while raising money for our Maker Space.			
Leveled book room and Guided Reading small-group reading instruction to provide differentiated teaching that supports students in developing reading proficiency.	Start Date: 8/18/2017 Completion Date: 6/9/2018	Staff, ELA/ELD TOSA, Principal	Leveled books available to help teachers meet the students needs and help promote literacy through Guided Reading.			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LCAP GOAL:
SUSD LCAP Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS-and NGSS-aligned instruction, assessment, and teacher professional development
SCHOOL GOAL #5:
All teachers and support staff (as appropriate) will participate in Professional Development activities focused on leveraging high impact strategies in our classrooms, such as Learning Intentions, Success Criteria, and Targeted Feedback (Visible Learning).
Data Used to Form this Goal:
assessment data, teacher surveys and feedback, PD attendance, classroom observations
Findings from the Analysis of this Data:
Limited instruction time requires us to implement the strategies that have the highest impact to student learning, and shift away from less impactful strategies.
How the School will Evaluate the Progress of this Goal:
Classroom observations, teacher and student surveys, PD sign-ins, PD feedback surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff development opportunities for all staff members	August 2017-ongoing	Teachers, Principal, Math TOSA, ELA/ELD TOSA, Instructional Coaches, District Leadership Team, Assistant Superintendent of Educational Services				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize District Teachers on Special Assignment (TOSA's) and Instructional Coaches to assist teachers in implementing Visible learning	August 2017- June 2018	Teachers, Principal, Math TOSA, ELA TOSA, Instructional Coaches, Assistant Superintendent of Educational Services				
Provide opportunities for grade level articulation classroom observations, staff collaboration time to strengthen high impact strategies	Ongoing	Teachers, Principal, Math TOSA, ELA TOSA, Instructional Coaches, District Leadership Team, Assistant Superintendent of Educational Services				
Calendar time at each staff meeting to focus on high impact strategies	August 2017-June 2018	Principal, Staff				
Maintain a school leadership team to support Visible Learning	October 2017-June 2018	Leadership team, Principal				

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LCAP GOAL:
SSUD LCAP Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.
SCHOOL GOAL #6:
95-100 percent of students will be proficient in science and inspired to learn more about the subject.
Data Used to Form this Goal:
CAASPP Local assessment data
Findings from the Analysis of this Data:
The staff at Foothill will need to differentiate for all Foothill students when planning. We need to expose our students to the design process and give them opportunities to learn by experimenting.
How the School will Evaluate the Progress of this Goal:
Teacher Survey (CA Science Test is in Field Testing phase this year; will be operational in 2018-19)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SEF-funded Science Aide will support student learning TK-5 by working with teachers to provide labs, support, and extend the learning in the classroom.	8/18/17 - 6/9/18	Principal, Science Aide, Innovative Learning Team, Instructional Coach, Assistant Superintendent of Educational Services	Refer to Centralized Services LCAP Goal 1.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support weekly hands on science activity in 4th and 5th grades, teachers should ensure a close tie between lab experiments and the curriculum for 4th and 5th grade science	8/18/17-6/9/18	Teachers, Instructional Coaches	Refer to Centralized Services LCAP Goal 1.			
Science Fair	Start and End date: 3/2018	PTA Staff Students	The school will set aside a day to celebrate Science and have outside presenters facilitate a unique learning experience centered around science.			
MakerSpace	Start Date: 8/2016 Completion Date: on going	Staff Students Parents	Set up an area where students can tinker, build, invent.			
Foothill Garden	Start Date: 8/2016 Completion Date: Ongoing	Staff Students Parents	Utilize our garden areas as a life lab. Staff will facilitate lessons in the garden that center on waterways, life cycle and more.			
Robotics Club	Start Date: 9/28/17 Completion Date: 5/2018	Staff Students PTA	Students will meet after school and learn to build robots.			

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	Secondary Students
Joseph Bosco	X				
Grace Chunhong Liu				X	
Sumangala Prasad				X	
Maria Miller		X			
Julie Paolini		X			
Nina Tang				X	
Julie Orlando		X			
Vidya Vineet				X	
Sandy Waite Lopez		X			
Numbers of members of each category:	1	4		4	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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

X 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

X Other committees established by the school or district (list):

School Leadership Team, Faculty Advisory Committee, District Emergency Preparedness Committee, District Leadership Team, District English Language Advisory Committee

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 9/9/2016.

Attested:

Joe Bosco

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date