

The Single Plan for Student Achievement

School: Foothill Elementary School
CDS Code: 43696826049084
District: Saratoga Union Elementary School District
Principal: Joe Bosco
Revision Date: 9/2/2016

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:

Contact Person: Joe Bosco
Position: Principal
Phone Number: (408) 867-4036
Address: 13919 Lynde Avenue
Saratoga, CA 95070-5310
E-mail Address: jbosco@saratogausd.org

The District Governing Board approved this revision of the SPSA on 10/6/16.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	3
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
District CELDT (Annual Assessment) Results	14
Title III Accountability (School Data)	16
Title III Accountability (District Data).....	17
Planned Improvements in Student Performance	18
School Goal #1.....	18
School Goal #2.....	20
School Goal #3.....	22
School Goal #4.....	24
School Goal #5.....	26
School Goal #6.....	28
School Goal #7.....	30
School Goal #8.....	31
School Site Council Membership	33
Recommendations and Assurances.....	34

School Vision and Mission

Foothill Elementary School's Vision and Mission Statements

Foothill School will provide motivational and differentiated instructional programs for all 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 2013-14 school year, Saratoga Union School District conducted comprehensive surveys that included feedback from staff, students, parents and community members. The surveys were conducted both online and completed in community forums with guided essential questions. The topics included Innovation, safety, and signature practices. A summary of the results can be found in section 1 of the Local Control Accountability Plan.

Classroom Observations

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

Foothill teachers are evaluated as per the Saratoga Teacher's Association contract. In addition the Foothill administration informally observes every teacher and provides feedback to them. Our focus area this year is the alignment of the Common Core State Standards to their curriculum.

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)

CA Assessment for Student Performance and Progress (CAASPP) STATE ASSESSMENTS:

SMARTER BALANCED ASSESSMENTS in English language arts and Mathematics are administered to all Gr 3-5 students unless withdrawn by their IEP or parent waiver.

CA Science Test (CAST) Pilot Test will be administered in the Spring of 2017 to all grade 5 students unless withdrawn by their IEP or parent waiver.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)-- All students who are identified in the home language survey in the registration packet will take this assessment upon enrollment and annually to determine level of fluency in English and the appropriate English Language Development services for that student.

WRITING ASSESSMENT All students in Grades K-5 will take pre- and post- writing assessments, 3 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.

GRADE LEVEL ASSESSMENTS are given in the content areas of math, ELA, social studies, and science.

SPECIAL EDUCATION qualification testing is available if recommended by the Student Study Team or requested by parents.

KINDERGARTEN INTERVIEWS are conducted in the spring for incoming kindergarten students.

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

SchoolCity DATA MANAGEMENT MODULE --this data management system allows teachers to view students' performance on all assessments allowing teachers to create a class profile to target instruction. This tool is also used for Student Study Team Meetings.

CST, SBAC and CELDT--in conjunction with local assessments and classroom performance is used to determine an English Language Learner's INDIVIDUAL LEARNING PLAN and a student's IEP (Individual Educational Plan) and a 504 Plan.

DEVELOPMENTAL READING ASSESSMENT-- this reading assessment is used to identify underachieving students and provide them with instruction that does not supplant classroom reading instruction, helps place properly-leveled texts for students, and guides small group reading instruction.

Staffing and Professional Development

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

All teachers at Foothill Elementary School are ESEA compliant.

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

All Foothill teachers are highly qualified instructors per No Child Left Behind requirements.

Using the district's Early-Out Wednesday, Staff Learning and Collaboration (SLCT) Minimum Days, and Professional Development Days, teachers:

COLLABORATE WITH GRADE LEVEL TEAMS on: Implementation of the Common Core State Standards, 21st Century Learning, and Smarter Balanced Assessments

ARTICULATE with teachers in the same grade level and other grade level teachers

ASSESSING STUDENT PERFORMANCE in writing, reading, and math

DISCUSSION of student performance in writing and math.

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

Teachers received training in standards based curriculum assessment and reporting systems.

New teachers received training and support from the Silicon Valley New Teacher Project (SVNTP).

Professional development takes place as a whole school, grade level, and individually.

Time for professional development is provided during staff development days, early dismissal Wednesdays, release time, and minimum days.

Professional development is also provided through the self-directed Round Table evaluation process.

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

A System of Building Balanced classrooms:

DISTRICT LITERACY COACH AND READING SPECIALIST: This staff member works primarily with English Learners and Grade 1 students to provide reading intervention for low performing students and provides support and professional development opportunities through consultation, large and small group trainings.

District ELA/ELD Teacher on Special Assignment: supports teachers with integrating high impact pedagogical practices and instructional technology in classroom instruction.

ELD Instructional Aide: Assesses the English Language Learners on the CELDT test and supports the teachers in providing small group instruction in the classrooms.

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

Teachers will meet on early-out Wednesdays and Staff Learning and Collaboration Times regularly to collaborate on unit design and grade level curriculum, instruction, and assessment.

Teaching and Learning

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

The standard based report card focuses on state standards. All textbooks in Mathematics, Language Arts, and Science are aligned with state standards. The Physical Education program, including Rhythm and Moves, is in alignment with state standards. IEP goals are aligned to content standards.

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

Foothill Elementary School follows the state guidelines for daily instructional minutes.

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

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 outs and push ins, reading intervention sessions, ELD Specialists pull outs and push ins, 4th and 5th grade Science Labs.

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

All textbooks in Language Arts, Social Studies, Mathematics and Science are aligned with state standards. All students, including students with special needs and English Language Learners, have access to standards-based instructional materials. Leveled literature is available for all students. To transition to the Common Core State Standards, teachers are assessing their materials and online resources to support these standards.

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)

INSTRUCTIONAL MATERIALS: standards-aligned instructional materials in the content areas of language arts, math, science, and social studies are available to all students in Grades K-8. Teachers create and provide differentiated materials such as leveled book sets.

Opportunity and Equal Educational Access

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

All teachers use differentiation strategies to address student needs. Standards based assessments are used, concepts retaught, and students reassessed. After school tutoring from the teacher is provided in some classrooms. Student Success Team meets regularly, when needed. Instructional materials are aligned with standards. Teachers differentiate instruction to meet the needs of all students, including those who are underperforming. Teachers differentiate assessments to meet the needs of all students, including those who are underperforming. Rubrics are used to provide clear expectations of assignments and maximize the feedback to students.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement include: small group differentiated instruction through leveled small group instruction; Additional staff support underachieving students; English language acquisition and reading instruction guided by student performance; Teacher collaboration; Student Study Team Meetings; and Student Support Team Meetings.

Parental Involvement

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

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 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: provides an academic summer school for under-performing students entering Grades 1-7 in the curricular areas of reading and math.

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)

SCHOOL SITE COUNCIL--parents and staff members create, implement, and assess an annual school plan to address student achievement, focusing on providing support to underachieving students.

DISTRICT ENGLISH LANGUAGE ACQUISITION COMMITTEE (DELAC)--parents and staff members support students, families, and teachers by reviewing the district's English Language Development master plan and advises School Site Councils and the Board of Trustees on ways to support English Learners.

Funding

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

TITLE II FUNDS are used to pay for Professional Development for teachers. TITLE III FUNDS are used to pay for an English Language Development Aide who supports English Language Learners.

18. Fiscal support (EPC)

Fiscal support is provided by: General Fund, Categorical Funds--Title II and Title III, Saratoga Education Foundation, and the Parent Teacher Association.

Description of Barriers and Related School Goals

There are very few barriers which prevent school staff from achieving school and district goals. The transition to the Common Core State Standards continues to be a challenge which we address with our district- and site-based Professional Development. In addition, there is an ever-increasing demand for additional technology devices for instruction and assessment.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	66	58	64	57	64	57	97.0	98.3
Grade 4	70	67	69	65	69	65	98.6	97
Grade 5	82	74	80	74	79	74	97.6	100
All Grades	218	199	213	196	212	196	97.7	98.5

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2489.3	2499.6	44	60	34	23	19	7	3	11
Grade 4	2553.3	2549.8	74	57	13	29	6	9	7	5
Grade 5	2578.8	2605.0	60	66	23	20	6	7	10	7
All Grades	N/A	N/A	60	61	23	24	10	8	7	7

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	39	58	50	30	11	12
Grade 4	71	62	22	29	6	9
Grade 5	52	59	34	31	14	9
All Grades	54	60	35	30	10	10

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	59	54	31	37	8	9
Grade 4	57	54	29	42	13	5
Grade 5	65	74	25	19	10	7
All Grades	60	62	28	32	10	7

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	30	49	67	44	3	7
Grade 4	55	35	38	62	6	3
Grade 5	42	54	47	36	11	9
All Grades	42	46	50	47	7	7

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	59	47	34	37	6	16
Grade 4	45	54	26	42	6	5
Grade 5	67	74	28	22	5	4
All Grades	58	60	29	33	6	8

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.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	66	58	64	57	64	57	97.0	98.3
Grade 4	70	67	70	66	70	66	100.0	98.5
Grade 5	82	74	79	74	79	74	96.3	100
All Grades	218	199	213	197	213	197	97.7	99

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2495.2	2523.0	45	68	41	21	8	4	6	7
Grade 4	2574.1	2571.5	69	65	21	24	6	9	4	2
Grade 5	2602.2	2623.3	67	78	13	12	10	4	10	5
All Grades	N/A	N/A	61	71	24	19	8	6	7	5

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	64	81	30	12	6	7	
Grade 4	81	79	10	18	9	3	
Grade 5	73	86	14	7	13	7	
All Grades	73	82	17	12	9	6	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	66	77	30	16	5	7
Grade 4	69	67	26	29	6	5
Grade 5	63	72	22	20	15	8
All Grades	66	72	25	22	9	7

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	48	72	44	25	8	4
Grade 4	74	70	19	27	7	3
Grade 5	68	68	16	27	15	5
All Grades	64	70	25	26	10	4

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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		***							***						
1	50		***	20	***		30	***							
2	***		***	***		***	***				***				
3	33		25	17	***		17		25	33		25			25
4	***				20			60		***			***	20	
5	20			60		***		75	***			***	20	25	
Total	37	7	33	26	20	17	19	47	25	11	13	17	7	13	8

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	13	27		73	64		13							9	
1	58	44		17	22		25	11						22	
2	50	25		25	25		25				50				
3	38			13	***		13			25			13		
4	38	25		13	13			50		13			38	13	
5	33			50				75					17	25	
Total	36	26		36	36		13	21		6	5		9	13	

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

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	17	3	50	2	33					6
1	10	36	12	43	5	18			1	4	28
2	8	32	11	44	6	24					25
3	7	37	4	21	3	16	4	21	1	5	19
4	6	50	3	25	1	8	1	8	1	8	12
5	4	31	7	54	1	8			1	8	13
6	2	33	3	50	1	17					6
7	3	50			2	33			1	17	6
8			1	25	2	50			1	25	4
Total	41	34	44	37	23	19	5	4	6	5	119

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	27	15	12
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	27	15	12
Number Met	--	9	9
Percent Met	--	60.0%	75.0%
NCLB Target	59.0	60.5	62.0%
Met Target	--	No	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	26	3	19	1	23	1
Number Met	--	--	4	--	5	--
Percent Met	--	--	21.1%	--	21.7%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	No	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. AMAO 1: 75% (9 out of 12 students in this cohort) made annual progress in English.
2. AMAO 2: 25.4% (5 out of 23 students) of ELs (less than 5 years) attained English proficiency on CELDT.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	119	82	79
Percent with Prior Year Data	100.0		100
Number in Cohort	119	82	79
Number Met	100	64	70
Percent Met	84.0	78.0	88.6
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	131	13	105	8	104	11
Number Met	73	11	41	4	49	7
Percent Met	55.7	84.6	39.0	50.0	47.1	63.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes*	Yes	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. AMAO 1: 88.6% of SUSD's English Learners made annual progress in learning English. AMAO 1 Target met.
2. AMAO 2: 47.1% of ELs who have been in English language instruction educational programs for less than five years attained English proficient level. 63.6% of ELs who have been in English language instruction educational programs five years or more attained English proficient level. AMAO 2 Target met.

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
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:
95-100 percent of students who enter speaking a second language will advance in performance levels of the CELDT assessment.
Data Used to Form this Goal:
CELDT, other standardized tests and class 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 curricula presented in the classroom.
How the School will Evaluate the Progress of this Goal:
Informal assessments by the classroom teacher and EL Aide will be given to determine the support needed. CELDT CAASPP

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 : 8/18/2016 Completion Date : 6/9/2017	Mariann Smith/ EL Aide, 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
EL Aide will provide intervention support during the school day for English Learners.	Start Date : 8/18/2016 Completion Date : 6/9/2017	Mariann Smith-EL Aide	Refer to Centralized Services LCAP Goal 1			
Certificated teacher will provide intervention support for English Language Learners.	Start Date: October 2016 Completion Date: June 2017	Certificated staff	Refer to Centralized Services LCAP Goal 1.			

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
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 a safe, drug free, and positive school environment conducive to learning for 100 percent of students.
Data Used to Form this Goal:
Strategic plan and LCAP discussions PTA survey Staff survey 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

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 : 8/18/2016 Completion Date : 6/9/2017	Faculty Advisory Committee	Refer to Centralized Services LCAP Goal 1.			
Implement the Project Cornerstone ABC program in all grades.	Start Date : 8/18/2016 Completion Date : 6/9/2017	Roxanne Enman-parent Madhu Gupta-parent School Site Council PTA	Refer to Centralized Services LCAP Goal 1.			
Implement Project Cornerstone Week.	Start Date: 2/2017	PTA SSC Student Council	Refer to Centralized Services LCAP Goal 1.			
Implement Playground Pals programs.	Start Date : 8/18/2016 Completion Date : 6/9/2017	Ruchi Joshi-Parent Karen Smyrl-Staff Joe Bosco-Principal PTA SSC	Refer to Centralized Services LCAP Goal 1.			
Sheriffs assemblies	Start Date:8/18/2016 Completion Date: 6/9/2017	Chad Garton	Deputy Garton will lead a series of assemblies which are designed to educate our students on internet safety, bike safety, and stranger danger.			

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Technology Instruction
LCAP GOAL:
LCAP Goal 4: Our District will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), the infusion of technology, and consistent STEAM2 integration across disciplines.
SCHOOL GOAL #3:
Students at Foothill will receive instruction that is based on the Common Core. In order to ensure engagement and understanding teachers will use innovation and differentiation to ensure all students are making progress understanding the standards.
Data Used to Form this Goal:
Technology survey of classroom technology SEF survey
Findings from the Analysis of this Data:
Students taking the California Assessment of Student Performance and Progress assessment will need to use technology and therefore should be exposed to the skills needed to excel. Staff and community continues to seek up to date hardware and professional development in order to expose our students to more effective lesson plans.
How the School will Evaluate the Progress of this Goal:
School Site Council will discuss and review and make adjustments based on the data from CAASPP. School Staff will share ideas and innovative practices during Professional Development time and Staff meetings CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom Technology Upgrades	Start Date : 8/18/2016 Completion Date : 6/9/2017	District Tech Team All Teachers Preschool-5th grade Administration	Refer to Centralized Services LCAP Goal 4			
Implement a Maker Space	Start Date: Fall of 2017	District Tech Team Teachers Administration PTA	Refer To Centralized Services LCAP Goal 4			
Google Classroom and Apps	Start Date 8/2016	Foothill Staff	Using Google Apps to cut down on paper and to streamline communication and instruction			

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Common Core Implementation
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:
100 percent of staff will teach ELA and Math Common Core State Standards. Teachers will differentiate when needed.
Data Used to Form this Goal:
Education Code 51210
Findings from the Analysis of this Data:
State adopted ELA and Math Common Core Standards
How the School will Evaluate the Progress of this Goal:
Review Smarter Balanced Data, DRA, Writing assessments, and tracking progress of online instructional tools such as Khan Academy and Dreambox.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development time on Early-out Wednesday schedule.	Start Date : 8/18/2016 Completion Date : 6/9/2017	Staff Principal District Office Staff	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
Teachers will use 21st Century learning skills to ensure student understanding of ELA and Mathematics CCSS.	Start Date: 8/18/2016 Completion Date: 6/9/2017	Teaching Staff Administration	Refer to Centralized Services LCAP Goal 1.			
Progress will be communicated to parents and guardians using our CCSS report card based on the common core state standards	State Date; 8/18/16 Completion Date: 6/9/2017	Teachers, Administrators	Refer to Centralized Services LCAP Goal 1.			

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 academic performance index (API) and adequate yearly progress growth (AYP) 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 #5:
Enhance proficiency in Mathematics by differentiating in all classrooms.
Data Used to Form this Goal:
CAASPP 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

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 : 8/18/2016 Completion Date : 6/9/2017	All Staff	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
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: 8/18/2016 Completion Date: 6/9/2017	All Staff	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 : 8/18/2016 Completion Date : 6/9/2017	All Staff Parents Students	Refer to Centralized Services LCAP Goal 1.			
Math Team for 1st through 5th grade	Start Date: 8/18/2016 Completion Date: 6/9/2017	PTA Students Staff	Students will work to solve problems in teams and compete against other districts around our county.			

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 academic performance index (API) and adequate yearly progress growth (AYP) 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 #6:
95-100 percent of our students will be able to comprehend grade level text, communicate orally and in written form. Leverage our writing program Lucy Caulkins and the guided reading program to enhance the skills outlined by the CCSS.
Data Used to Form this Goal:
Writing assessments in each genre. Smarter balance DRA CAASPP
Findings from the Analysis of this Data:
Since grades K-3 have a hands on curriculum and 4-5 doesn't, there was a need to have something for 4th and 5th grade where students get the rich hands on instruction along with the concepts taught in the text. 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Literacy Coach will provide reading intervention for primary students.	Start Date : 8/18/2016 Completion Date : 6/9/2017	District Literacy coach Laurie Brandt 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 : 8/18/2016 Completion Date : 6/9/2017	Certificated Teachers Administration	Refer to Centralized Services LCAP Goal 1.			
Lucy Calkins Guided Reading Program	Start Date: 8/18/2016 Completion Date: 6/9/2017	Staff Students Admin	Teachers are piloting and gaining a better understanding of how to use this program effectively for our students.			
Read a thon	Start Date: 9/15/16 Completion Date:9/29/16	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	Start Date: 8/18/2016 Completion Date: 6/9/2017	Staff Students	Leveled books available to help teachers meet the students needs and help promote literacy.			

School Goal #7

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Alignment of district and school goals
LCAP GOAL:
Single plan goals will be aligned to LCAP and Strategic Plan goals
SCHOOL GOAL #7:
Foothill's School Site Council will collaborate to create and align the school site goals with the District's Local Control Accountability Plan goals. The School Site Council will provide input on the SUSD Local Control Accountability Plan on an annual basis.
Data Used to Form this Goal:
LCAP/Strategic Plan and Single Plan goals
Findings from the Analysis of this Data:
Aligning our school plan to the LCAP and Strategic Plan helps to ensure we are all aligned and working to help all students learn.
How the School will Evaluate the Progress of this Goal:
All School goals are aligned with LCAP/Strategic Plan goals

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Council will design goals for the 2016-2017 Single Plan that will be aligned with LCAP/Strategic Plan goals.	Start Date : 8/18/2016 Completion Date : 6/9/2017	Principal SSC	SSC goal development to align with LCAP/Strategic plan			

School Goal #8

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
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 #8:
95-100 percent of students will be proficient in science and inspired to learn more about the subject. The staff at Foothill will differentiate for all students when needed.
Data Used to Form this Goal:
5th grade CST Science results
Findings from the Analysis of this Data:
Data from 5th grade CST science scores indicate an increase in scores since this program has been implemented.
How the School will Evaluate the Progress of this Goal:
Teacher Survey Student data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Science Aide will support student learning TK-5 by working with teachers to provide labs, support, and extend the learning in the classroom.	8/18/16 - 6/9/17	Principal, Science Aide	Refer to Centralized Services LCAP Goal 1.			
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	8/18/16-6/9/17	teachers	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
Science fair	Start and End date: 3/2017	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.			
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	Start Date: 9/28/16 Completion Date: 5/2017	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 Wellness 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



2015 Test Results for English Language Arts/Literacy and Mathematics



- [Test Results](#)
- [Research Files](#)
- [Science/STS Test Results](#)
- [About CAASPP](#)
- [Contact](#)

Test Results for:

Foothill Elementary School

CDS Code: 43-69682-6049084

Saratoga Union Elementary District

Santa Clara County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in School: 218

Total Number of Students Tested in School: 216

Select to Review Results by Group/Subgroup:

Select

[Print Test Results](#)

Export Report

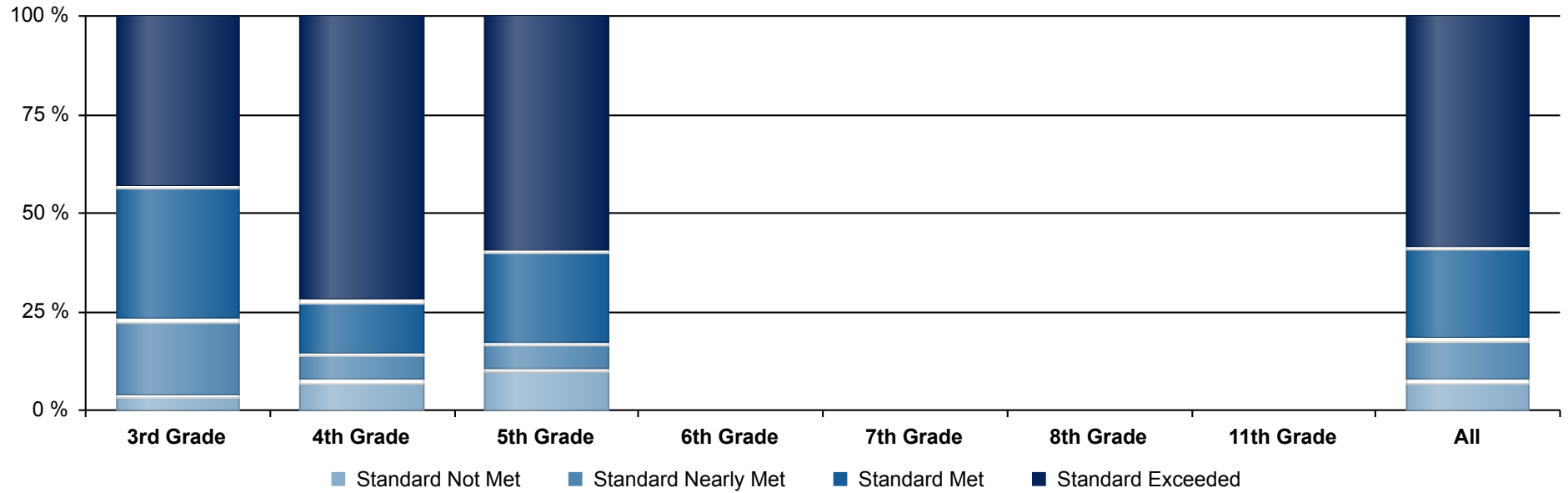
[Export these test results as a Research File](#) for more complex analyses and customized reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

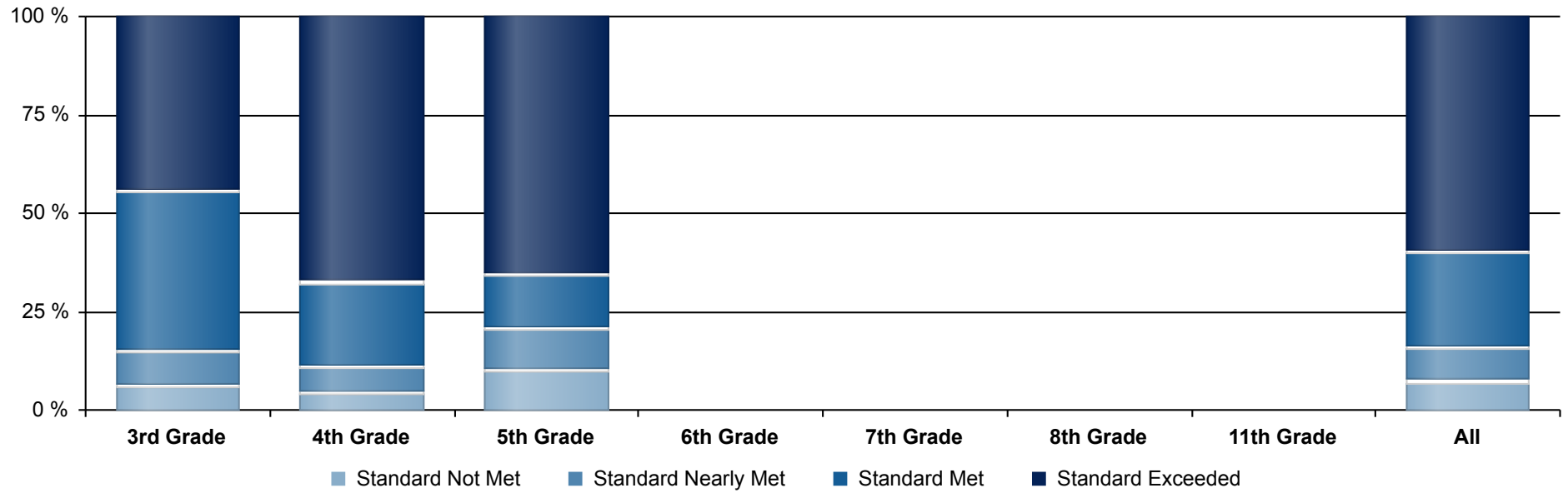


[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students



Local Control Funding Formula (LCFF) State Priorities Snapshot 2015-16 Reporting Foothill Elementary

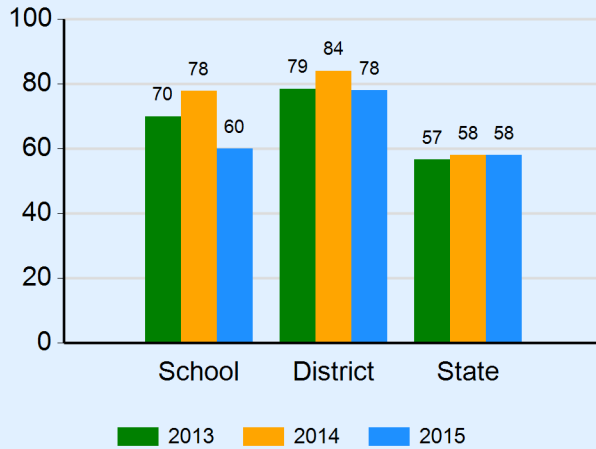
Address: 13919 Lynde Ave., Saratoga, CA 95070
Grades Offered: K-5
County-District-School Code: 43-69682-6049084

Student Achievement

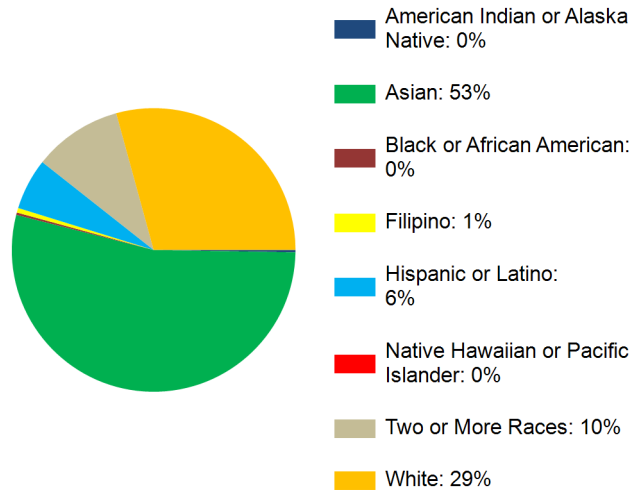
Enrollment (380)

School Climate

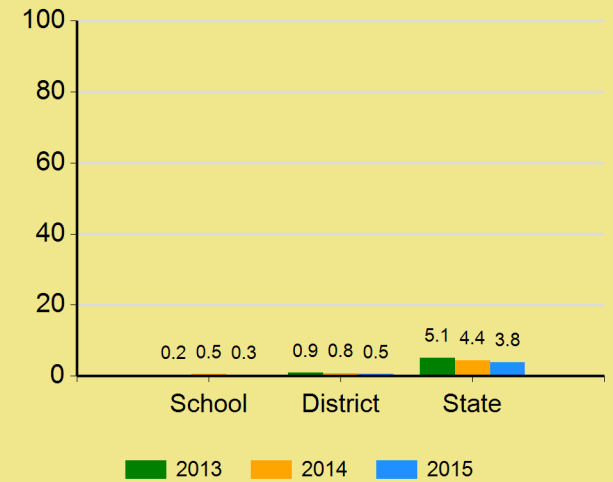
Percent of English Learner Students Who Made Progress Toward English Proficiency



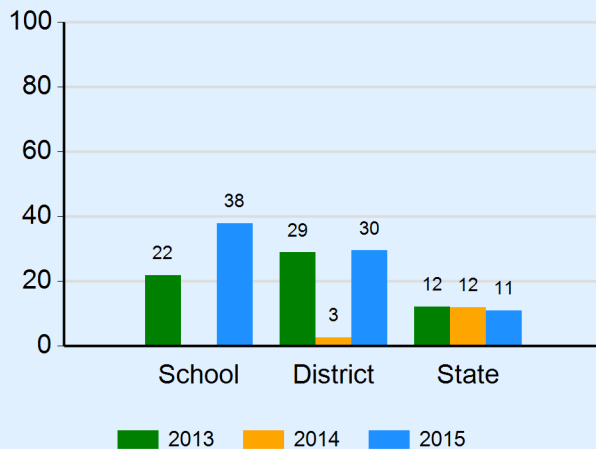
2014-15 Enrollment by Race/Ethnicity



Percent of Students Suspended



Percent of English Learner Students Who Were Reclassified



2014-15 Enrollment by Program Eligibility

English Learner (EL)	21 (6%)
Foster Youth (FY)	0 (0%)
Socioeconomically Disadvantaged (SED)	8 (2%)
Students With Disabilities (SWD)	60 (16%)

Percent of Students Expelled

Level	2013	2014	2015
School	0.00%	0.00%	0.00%
District	0.00%	0.00%	0.00%
State	0.13%	0.10%	0.09%