



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Foothill Elementary School
Address	13919 Lynde Avenue Saratoga, CA 95070-5310
County-District-School (CDS) Code	43696826049084
Principal	Joe Bosco
District Name	Saratoga Union Elementary School District
SPSA Revision Date	4/26/2019
Schoolsite Council (SSC) Approval Date	4/26/19
Local Board Approval Date	5/23/19

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Foothill School will provide motivational and differentiated instructional programs for all students in a nurturing, positive and diverse school climate that works to foster 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.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school site council meets regularly to review and update goals for Foothill school. School Site Council seeks input from all stakeholders and uses it to build and recommend a plan for the upcoming year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.3%	%	1	1	
African American	0.3%	0.6%	0.32%	1	2	1
Asian	53.6%	50.7%	54.69%	193	172	169
Filipino	0.8%	1.2%	0.97%	3	4	3
Hispanic/Latino	6.4%	6.2%	6.80%	23	21	21
Pacific Islander	%	%	%			
White	27.8%	30.1%	25.24%	100	102	78
Multiple/No Response	8.9%	3.5%	5.18%	32	12	16
Total Enrollment				360	339	309

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	42	51	36
Grade 1	60	37	45
Grade 2	59	63	41
Grade3	58	63	67
Grade 4	68	53	68
Grade 5	73	72	52
Total Enrollment	360	339	309

Conclusions based on this data:

1. We are a diverse school community.
2. We have a declining population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	23	34	29	6.4%	10.0%	9.4%
Fluent English Proficient (FEP)	123	107	99	34.2%	31.6%	32.0%
Reclassified Fluent English Proficient (RFEP)	6	4	7	28.6%	17.4%	20.6%

Conclusions based on this data:

1. The number of English learners at Foothill has fluctuated over the last three years.
2. The number of Fluent English Proficient students has declined over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	58	60	68	57	60	67	57	60	67	98.3	100	98.5
Grade 4	67	47	66	65	46	66	65	46	66	97	97.9	100
Grade 5	74	69	50	74	67	48	74	67	48	100	97.1	96
All Grades	199	176	184	196	173	181	196	173	181	98.5	98.3	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2499.	2482.	2508.	60	46.67	65.67	23	33.33	17.91	7	15.00	11.94	11	5.00	4.48
Grade 4	2549.	2554.	2533.	57	71.74	62.12	29	19.57	21.21	9	6.52	6.06	5	2.17	10.61
Grade 5	2605.	2580.	2618.	66	55.22	70.83	20	26.87	27.08	7	10.45	0.00	7	7.46	2.08
All Grades	N/A	N/A	N/A	61	56.65	65.75	24	27.17	21.55	8	10.98	6.63	7	5.20	6.08

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	58	45.00	58.21	30	45.00	34.33	12	10.00	7.46	
Grade 4	62	60.87	51.52	29	36.96	40.91	9	2.17	7.58	
Grade 5	59	59.70	68.75	31	31.34	27.08	9	8.96	4.17	
All Grades	60	54.91	58.56	30	37.57	34.81	10	7.51	6.63	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	55.00	59.70	37	40.00	34.33	9	5.00	5.97
Grade 4	54	56.52	45.45	42	36.96	43.94	5	6.52	10.61
Grade 5	74	67.16	81.25	19	25.37	14.58	7	7.46	4.17
All Grades	62	60.12	60.22	32	33.53	32.60	7	6.36	7.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	30.00	50.75	44	61.67	44.78	7	8.33	4.48
Grade 4	35	41.30	43.94	62	56.52	53.03	3	2.17	3.03
Grade 5	54	46.27	60.42	36	49.25	37.50	9	4.48	2.08
All Grades	46	39.31	50.83	47	55.49	45.86	7	5.20	3.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	47	30.00	52.24	37	55.00	40.30	16	15.00	7.46
Grade 4	54	52.17	50.00	42	45.65	43.94	5	2.17	6.06
Grade 5	74	47.76	66.67	22	44.78	31.25	4	7.46	2.08
All Grades	60	42.77	55.25	33	48.55	39.23	8	8.67	5.52

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 Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	58	60	68	57	60	67	57	60	67	98.3	100	98.5
Grade 4	67	47	66	66	46	66	66	46	66	98.5	97.9	100
Grade 5	74	69	50	74	67	48	74	67	48	100	97.1	96
All Grades	199	176	184	197	173	181	197	173	181	99	98.3	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2523.	2508.	2530.	68	55.00	68.66	21	26.67	23.88	4	13.33	7.46	7	5.00	0.00
Grade 4	2571.	2572.	2562.	65	67.39	66.67	24	26.09	16.67	9	4.35	12.12	2	2.17	4.55
Grade 5	2623.	2609.	2628.	78	70.15	81.25	12	17.91	12.50	4	7.46	4.17	5	4.48	2.08
All Grades	N/A	N/A	N/A	71	64.16	71.27	19	23.12	18.23	6	8.67	8.29	5	4.05	2.21

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	81	70.00	80.60	12	20.00	17.91	7	10.00	1.49	
Grade 4	79	78.26	72.73	18	17.39	18.18	3	4.35	9.09	
Grade 5	86	76.12	83.33	7	19.40	14.58	7	4.48	2.08	
All Grades	82	74.57	78.45	12	19.08	17.13	6	6.36	4.42	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	77	61.67	77.61	16	31.67	20.90	7	6.67	1.49
Grade 4	67	73.91	62.12	29	23.91	28.79	5	2.17	9.09
Grade 5	72	65.67	77.08	20	28.36	20.83	8	5.97	2.08
All Grades	72	66.47	71.82	22	28.32	23.76	7	5.20	4.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	60.00	77.61	25	35.00	20.90	4	5.00	1.49
Grade 4	70	67.39	66.67	27	30.43	28.79	3	2.17	4.55
Grade 5	68	64.18	70.83	27	31.34	29.17	5	4.48	0.00
All Grades	70	63.58	71.82	26	32.37	25.97	4	4.05	2.21

Conclusions based on this data:

1. Differentiated instruction is needed to meet the needs of diverse 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

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				28

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*	*	*	*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*							*
Grade 3	*	*	*	*	*	*			*
Grade 4			*	*					*
Grade 5	*	*	*	*					*
All Grades	14	50.00	*	*	*	*	*	*	28

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*							*
Grade 3	*	*	*	*					*
Grade 4			*	*					*
Grade 5	*	*	*	*					*
All Grades	12	42.86	*	*	*	*	*	*	28

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*							*
Grade 3	*	*	*	*			*	*	*
Grade 4			*	*					*
Grade 5	*	*	*	*	*	*			*
All Grades	15	53.57	*	*	*	*	*	*	28

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*			*	*	*
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
All Grades	15	53.57	*	*	*	*	28

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*					*
Grade 3	*	*					*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
All Grades	15	53.57	*	*	*	*	28

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*			*	*	*
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
All Grades	16	57.14	*	*	*	*	28

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*			*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
All Grades	16	57.14	*	*	*	*	28

Conclusions based on this data:

1. The "*" asterisk indicates that the scores provided were pulled from a student body count of less than 10 and must remain confidential.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
309	1.6%	9.4%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	9.4%
Socioeconomically Disadvantaged	5	1.6%
Students with Disabilities	48	15.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
Asian	169	54.7%
Filipino	3	1.0%
Hispanic	21	6.8%
Two or More Races	21	6.8%
White	78	25.2%






Conclusions based on this data:

1. Our student body is very diverse.
2. Differentiation will continue to best serve our diverse population of learners.
3. Our student body enrollment continues to decline.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Blue</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Blue</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Our students are making growth in ELA and Math.
2. Supporting students through positive behavior management and general school climate continues to be a priority.
3. School staff will offer support and follow-up to facilitate consistent attendance.

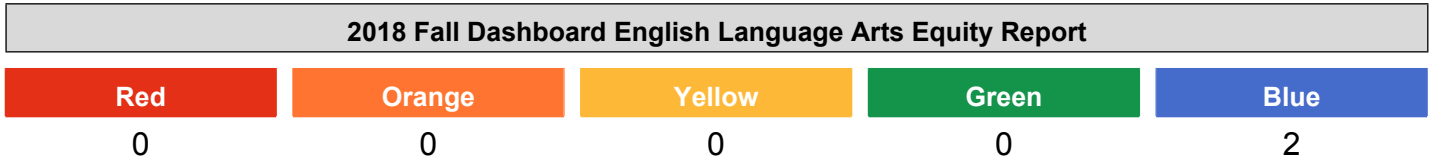
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>79 points above standard</p> <p>Increased 7.1 points</p> <p>171 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>24.4 points above standard</p> <p>Increased 12.8 points</p> <p>19 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>32.5 points above standard</p> <p>Increased 18.5 points</p> <p>26 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 95.4 points above standard Increased 4.5 points 95 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 28.1 points above standard 11 students	 No Performance Color 81 points above standard Maintained -0.1 points 14 students	 No Performance Color 0 Students	 Blue 65.2 points above standard Increased 13.2 points 46 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	33.7 points above standard Increased 19.8 points 13 students	80.1 points above standard Increased 17.6 points 99 students

Conclusions based on this data:

1. Our student body demonstrates increased awareness and understanding of the standards.
2. Inclusion has positively impacted our students with disabilities.
3. Our staff may more closely examine commonalities and the differences of performance of groups within our school population.

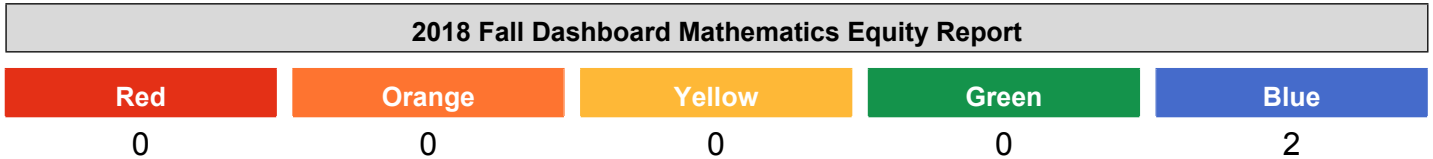
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>89.8 points above standard</p> <p>Increased 9.7 points</p> <p>171 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>56.3 points above standard</p> <p>Increased 13.2 points</p> <p>19 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>24.8 points above standard</p> <p>Declined -4.2 points</p> <p>26 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 110 points above standard Maintained 1.7 points 95 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 2.2 points above standard 11 students	 No Performance Color 96.6 points above standard Increased 13.9 points 14 students	 No Performance Color 0 Students	 Blue 74.8 points above standard Increased 28.8 points 46 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	54.8 points above standard Increased 14.7 points 13 students	85 points above standard Increased 21.1 points 99 students

Conclusions based on this data:

1. Our EL students are benefitting from the supports we have in place.
2. Our students with disabilities are benefitting from our supports.
3. Students continue to excel in Math

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
28	50%	25%	10.7%	14.3%

Conclusions based on this data:

1. EL Students benefit from the supports in place.
2. Pull out and push in services continue to ensure students are making appropriate progress towards English competency.
3. Continue to ensure all EL students are receiving the services designed to support learning.

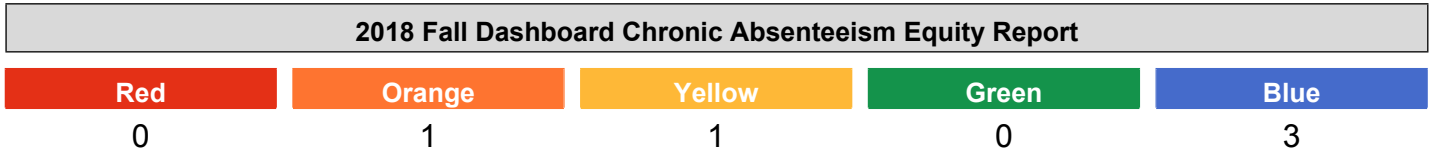
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 2.7% chronically absent Declined 1% 331 students	<p>English Learners</p>  Yellow 3.1% chronically absent Increased 3.1% 32 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 7.1% chronically absent 14 students	<p>Students with Disabilities</p>  Orange 12.7% chronically absent Increased 4.8% 55 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 1.7% chronically absent Declined 0.6% 177 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 13% chronically absent Declined 5.1% 23 students	 Blue 0% chronically absent Maintained 0% 38 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 2.2% chronically absent Declined 1.6% 89 students

Conclusions based on this data:

- School staff will continue to communicate the importance of consistent school attendance.

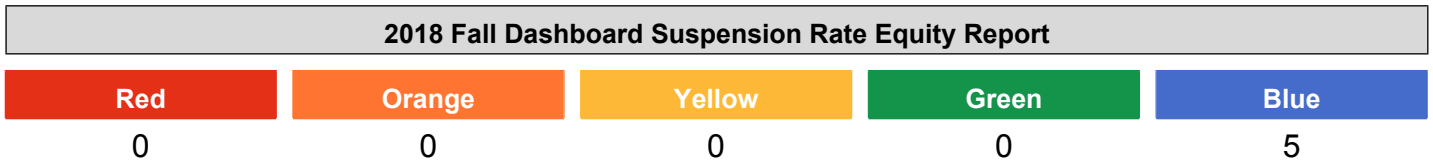
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0% suspended at least once Declined -0.6% 335 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 32 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 2 students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 0% suspended at least once 14 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Maintained 0% 56 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Declined -0.6% 179 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0% suspended at least once Maintained 0% 24 students	 Blue 0% suspended at least once Declined -2.7% 38 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 90 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	0.6% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. There are positive, effective interventions that should be employed to attempt to avoid suspension.
2. Though an option, suspension has been shown to not be an effective behavior management tool.
3. Suspension will occur only when absolutely necessary

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Social Emotional Learning and Health and Safety

Goal Statement

All Foothill School students will be offered learning opportunities to strengthen their social emotional skills and better understand their responsibilities to themselves and others.

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.

Basis for this Goal

LCAP Survey data
Project Cornerstone survey
Community needs

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Opportunities offered in all areas	All activities are offered though data is still be collected	Data will better document what is currently being offered and support future planning

Planned Strategies/Activities

Strategy/Activity 1

Project Cornestone ABC program in all grades.

Students to be Served by this Strategy/Activity

Timeline

Start Date : 8/12/2019
Completion Date : 6/5/2020

Person(s) Responsible

Parent Liaison
PTA

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Refer to Centralized Services LCAP Goal 3.

Strategy/Activity 2

Kindness Curriculum

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: 8/12/19
End Date: 6/5/2020

Person(s) Responsible

PTA,
SSC, Teachers/Staff,
Student Council

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Description	Teachers will work to teach Kindness to all students throughout the year using the free online Kindness curriculum

Strategy/Activity 3

Playground Pals

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date : 8/12/2019
Completion Date : 6/5/2020

Person(s) Responsible

Staff lead
Principal
PTA
Student Volunteers

Proposed Expenditures for this Strategy/Activity

Source	None Specified
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Description

Foothill community will work to train students to ensure a safe and engaging playground during lunch recess.

Strategy/Activity 4

Sheriff's assemblies, Classroom presentation, Staff inservice

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date:8/12/2019
Completion Date:
6/5/2020

Person(s) Responsible

School Resource Officer, Principal, teachers, office staff

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Description

SRO will lead a series of assemblies which are designed to educate our students on internet safety, bike safety, and stranger danger. In addition, SRO supports school classroom requests and provide staff inservice as appropriate.

Strategy/Activity 5

Buddies program

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: 8/12/2019
Completion Date:6/5/2020

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Description

One upper grade level will pair with a primary grade level to ensure students of all ages learn to work together. This opportunity will also support skills in empathy, accountability, and leadership.

Strategy/Activity 6

Mindfulness Training and Yoga Practice

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: 8/12/2019
Completion Date: 6/5/2020

Person(s) Responsible

PTA funded Yoga instructor
School counselor
Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Description

To teach strategies to increase mindfulness, to support self regulation and to also offer gentle movement and breathing through the practice of Yoga.

Strategy/Activity 7

Student Council Activities

Students to be Served by this Strategy/Activity

Student council is made up of 4th and 5th graders with addition of 3rds graders in spring as representatives.

Timeline

Start Date: 8/2019
End Date: 6/2020

Person(s) Responsible

Teachers
Students
Principal

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Description

. Students elect a council to support the student body. Students learn about leadership and citizenship. All students have an opportunity to participate in student council activities

Strategy/Activity 8

Digital Citizenship

Students to be Served by this Strategy/Activity

All students TK-5

Timeline

Start Date: 9/2019
End Date: 6/2020

Person(s) Responsible

All teachers K-5th
Principal
Technology department
Innovative Learning Team
School Resource Officer

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Description

Digital Citizenship Lessons will be taken from a variety of sources to include Common Sense Media.

Strategy/Activity 9

90 min Physical Education every 10 day period

Students to be Served by this Strategy/Activity

All students TK-5

Timeline

8/2019-
6/2020

Person(s) Responsible

All teachers
Principal

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Description

All students will engage in physical activities that amount up to no less than 90 minutes every ten school days.

Strategy/Activity 10

Foothill Community Celebrations

Students to be Served by this Strategy/Activity

All students TK-5

Timeline

8/2019-
6/2020

Person(s) Responsible

PTA
Principal

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Description

Activities to include Fall Family Fun Night, Family Dance/Movie nights, International night, Fab Lab Nights, Musical, Garden Days, Variety Show

Strategy/Activity 11

Community Outreach

Students to be Served by this Strategy/Activity

All students

Timeline

6/2019-
8/2020

Person(s) Responsible

Teachers
Students
Principal
PTA

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Description

Care package for troops, Heart Healthy Kids, Coat drive, Giving tree, continued development of program by staff, students, and parents.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

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 89.8 to 91.8 on the annual CAASPP report. Math subjects will retain the status of "Very High" on the California School Dashboard Report.

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.

Basis for this Goal

CAASPP SBAC Summative Data
Interim assessments
Data from Dreambox/Khan Academy
Teacher Generated Rubrics

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dashboard	89.8	91.8

Planned Strategies/Activities

Strategy/Activity 1

Provide professional development activities to address the Common Core State Standards

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/12/2019
Completion Date: 6/5/2020

Person(s) Responsible

All Staff
Teachers, Principal, Math TOSA, Assistant Superintendent of Educational Services, ELD team

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Refer to Centralized Services LCAP Goal 1.

Strategy/Activity 2

Student assessment scores provide us with a snapshot of where students' strengths and challenges. Staff will ensure all grade levels are consistent with the CCSS that are necessary for success in the next grade level.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: 8/12/2019
Completion Date: 6/5/2020

Person(s) Responsible

All Staff, Teachers, Principal, Math TOSA, Assistant Superintendent of Educational Services, ELD Team

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Refer to Centralized Services LCAP Goal 1.

Strategy/Activity 3

Teachers 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 opportunity. Example: Khan Academy, Dreambox

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/12/2019
Completion Date : 6/5/2020

Person(s) Responsible

Parents,
Teachers, Principal, Math TOSA, Assistant Superintendent of Educational Services, ELD Team

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Refer to Centralized Services LCAP Goal 1.

Strategy/Activity 4

Kangaroo Math and Math Olympiad

Students to be Served by this Strategy/Activity

Available to 1st through 5th grade students prior to the start of the school day. Math Olympiad to engage with Redwood math team to prepare students for middle school math team.

Timeline

Start Date: 8/12/2019
Completion Date: 6/5/2020

Person(s) Responsible

PTA
Students

Proposed Expenditures for this Strategy/Activity

Source

Parent-Teacher Association (PTA)

Description

Students will work to solve problems in teams and compete against other districts around our county.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English-Language Arts

Goal Statement

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 79% to 84% on the annual CAASPP report. ELA subjects will retain the status of "Very High" on the California School Dashboard Report.

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.

Basis for this Goal

Writing assessments in each genre/Unit of Study
Reading assessments
Smarter balance
Developmental Reading Assessment (DRA)
CAASPP ELA SBAC Summative

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dashboard	79 points	84 points

Planned Strategies/Activities

Strategy/Activity 1

Classroom teachers, District Literacy Coach, District Instructional Coach, ELD team will provide reading intervention for English Learners.

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date : 8/12/2019
Completion Date : 6/5/2020

Person(s) Responsible

District Literacy Coach, District Instructional Coach, ELD Team, Assistant Superintendent of Educational Services, and classroom teachers will collaborate to support student instruction

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Refer to Centralized Services LCAP Goal 1.

Strategy/Activity 2

Provide opportunities for professional development in reading and writing.

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date : 8/12/2019
Completion Date : 6/5/2020

Person(s) Responsible

Teachers, Principal, ELD Team, Innovative Learning Team, Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Refer to Centralized Services LCAP Goal 1.

Strategy/Activity 3

Continue to explore and implement research based literacy programs (Daily Five and Lucy Calkins Writing and Reading Workshop)

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: 8/12/2019
Completion Date: 6/5/2020

Person(s) Responsible

Teachers, Principal, Innovative Learning Team, ELD Team, Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Teachers are piloting and gaining a better understanding of how to use this program effectively for our students.

Strategy/Activity 4

Read-a- Thon

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: 10/1/19

Completion Date:10/18/19

Person(s) Responsible

Parent Teacher Association
Students

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Description

Students and staff at Foothill will participate in a Read-a- Thon to celebrate literacy while raising money for special projects.

Strategy/Activity 5

Guided Reading instruction in small groups is provided to all students to enable differentiation and support the continued development of reading proficiency.

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: 8/12/2019

Completion Date: 6/5/2020

Person(s) Responsible

Staff, ELD Team, Principal, Assistant Superintendent

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Description

Leveled books available to meet the needs of students and help promote literacy through Guided Reading.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Science Technology Engineering Arts Mathematics (STEAM)

Goal Statement

All students will engage in a Science curriculum (CCSS and NGSS standards) and STEAM activities to facilitate interest, learning, and enthusiasm in these areas.

LCAP Goal

SUSD LCAP Goal 4: STEAM and Innovation: 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 STEAM (Science, Technology, Engineering, Arts, & Math) integration practice across disciplines.

Basis for this Goal

CAASPP (Grade 5 CAST)
Local assessment data
Opportunity to participate at least monthly

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP/CAST	TBD	TBD

Planned Strategies/Activities

Strategy/Activity 1

SEF-funded Science Aide will work with teachers to support student learning through curriculum related science labs and to facilitate and extend the learning into the classroom environment.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/12/2019 - 6/5/2020

Person(s) Responsible

Principal, Science Aide, Innovative Learning Team, Instructional Coach, Assistant Superintendent of Educational Services, Teachers, ELD Team

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Refer to Centralized Services LCAP Goal 4.

Strategy/Activity 2

Students will have the opportunity to regularly engage in hands on Science activities/instruction through Life Lab, Science Labs, MakerSpace, Field trips, and Science Day

Students to be Served by this Strategy/Activity

All students K-5

Timeline

8/12/2019-6/5/2020

Person(s) Responsible

Teachers, ELD team, Innovative Learning Team, Science Aide, outside sources (PTA Science Day)

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Refer to Centralized Services LCAP Goal 4

Strategy/Activity 3

Science Day

Students to be Served by this Strategy/Activity

This opportunity is available for all students

Timeline

Start and End date: 3/2019

Person(s) Responsible

PTA
Staff
Students

Proposed Expenditures for this Strategy/Activity

Source	Parent-Teacher Association (PTA)
Description	A school wide Science Day will include student projects and outside presenters to facilitate a unique community based learning experience celebrating science.

Strategy/Activity 4

Students will have the opportunity to regularly engage in hands on Art activities/instruction through SEF Art, MakerSpace, teacher facilitated art projects, and field trips,

Students to be Served by this Strategy/Activity

All students

Timeline

8/12/2019-6/5/2020

Person(s) Responsible

SEF funded CSMA instructors, teachers, Innovated Learning Team, PTA Clay projects, Assistant Superintendent of Instruction

Proposed Expenditures for this Strategy/Activity**Source**

District Funded

Description

Refer to Centralized Services LCAP Goal 4

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

To increase English Learner progress on the SBAC ELA summative from to percent and for every English Learner to make at least one year of learning in English Language Proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC data for EL students	EL Students as a cohort scored 80 percent or higher	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide Rosetta Stone Software for English Learners.	Discontinued Rosetta Stone in 2018	Refer to SUSD LCAP Goal 1	Refer to SUSD LCAP Goal 1
English Learner Instructional Aide will provide push in integrated ELD intervention support during the school day for English Learners.	Continuing to see students and work with staff to support growth	Refer to SUSD LCAP Goal 1	Refer to SUSD LCAP Goal 1
Certificated teachers will provide "designated ELD support" and intervention support for English Language Learners.	Continuing to see and support our students through this process	Refer to SUSD LCAP Goal 1	Refer to SUSD LCAP Goal 1
Ongoing monitoring of progress of all students, including English learners, reclassified English learners, and students performing below grade level.	Continuing to work with staff to ensure this is happening	Refer to SUSD LCAP Goal 1	Refer to SUSD LCAP Goal 1

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our program is better suited to support our students who are developing their English language skills.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We feel our strategies were effective

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Support for students come in many different forms. Our staff continues to look at new ways of supporting student learning.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP survey data	Safe school for all students	Continue to work to achieve this outcome

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavior Plan to support students for consistency among all adults on campus in regards to our approach to classroom management and school expectations.	Supports in place and staff modeling behaviors they expect st	Refer to Centralized Services SUSD LCAP Goal 3.	Refer to Centralized Services SUSD LCAP Goal 3.
Project Cornestone ABC program in all grades.	All grades participating	Refer to Centralized Services LCAP Goal 3.	Refer to Centralized Services SUSD LCAP Goal 3.
Kindness Campaign	Kindness campaign happening all year long.	No additional costs	No additional costs
Continue Playground Pals programs.	Ongoing PPBS program running	No additional costs	No additional costs None Specified
Sheriff's assemblies	SRO lead a series of assemblies which are designed to educate our students on internet safety, bike safety, and stranger danger. All assemblies offered and facilitated.	No additional costs None Specified	No additional costs None Specified
Buddies System	One upper grade level paired up with a primary grade level to ensure students are learning to work together no matter what the age range and to help teach kids empathy	No additional costs None Specified	No additional costs None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	and also accountability, and leadership. All grade levels participating		
Mindfulness Training	Teach our students about the Brain and how it works. Ensure students are getting taught strategies they can use to help regulate themselves. 8 classes taking part in mindfulness classes in 2019.	Refer to Centralized Services LCAP Goal 3.	Refer to Centralized Services LCAP Goal 3.
Student Council Activities	Student council continues to support leadership on campus. 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.	No additional costs None Specified	No additional costs None Specified
Digital Citizenship	Teach 3 lessons about digital citizenship throughout the year. Lessons will be taken from Common Sense Media. All grade levels taught 3 or more lessons.	No additional costs None Specified	No additional costs None Specified
Kindness Curriculum	Teach at least one lesson from Kindness Curriculum: 3 classes still teaching the lessons	No additional costs None Specified	No additional costs None Specified

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Foothill continues to make safety a priority.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We believe in these strategies and continue to offer our students supports to ensure safety on campus and in the digital world.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have changed this goal for the upcoming school year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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 to on the annual CAASPP report. Math subjects will retain the status of "Very High" on the California School Dashboard Report.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASSP Assessment	Students will meet the goal	While we did not meet the goal we did see our student scores increase.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development activities to address the full implementation of Common Core State Standards	Teachers continued to develop skills during Wednesday PD time. In addition teachers met with TOSA's to develop curriculum to fit student needs.	Refer to Centralized Services SUSD LCAP Goal 1.	Refer to Centralized Services SUSD 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.	Staff meets in grade levels weekly and ensures students receive the supports they need. TOSA's also support the teachers.	Refer to Centralized Services LCAP Goal 1.	Refer to Centralized Services SUSD 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	Teachers continue to offer this as a supplemental material to all students.	Refer to Centralized Services LCAP Goal 1.	Refer to Centralized Services SUSD LCAP Goal 1.
Math Team for 1st through 5th grade	Students will work to solve problems in teams and compete against other districts around our county. Continuing this program as it offers our	Refer to Centralized Services SUSD LCAP Goal 1.	Refer to Centralized Services SUSD LCAP Goal 1.

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

students opportunities to explore mathematics.

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

While we did not reach our goal we did see a growth . Our actions continue to support our work toward ensuring our students are learning mathematics.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies in our goal were effective

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are committed to a continual development of our curriculum to support student learning. Grade levels continue to collaborate and work to find ways to get students excited about learning math.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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 to on the annual CAASPP report. ELA subjects will retain the status of "Very High" on the California School Dashboard Report.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessment scores	Students meet expected goal	Students demonstrated upward movement but we did not hit our goal.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Classroom teachers, District Literacy Coach and District Instructional Coach will provide reading intervention for English Learners.	This was revamped and teachers worked with coaches to provide support from the classroom teacher.	Refer to Centralized Services LCAP Goal 1.	
Provide opportunities for professional development in reading and writing.	This continued and was in place for the Daily 5 strategies.	Refer to Centralized Services LCAP Goal 1.	
Field testing of Lucy Calkins Units of Study Reading Workshop	Teachers are using the program and have been working to record the data.	Teachers are piloting and gaining a better understanding of how to use this program effectively for our students.	
Read-a- thon	Read A thon was a big hit and the money brought in was used to support Maker-space.	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.	This room continues to be used by staff to support reading instruction	Leveled books available to help teachers meet the students needs and help promote literacy through Guided Reading.	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The strategies continue to support learning by all Foothill students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers felt a need to have more support in grades one and two.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to explore the use of Daily five in classrooms as a strategy to help all students increase their reading skills.

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:

- 1 School Principal
- 4 Classroom Teachers
- 4 Parent or Community Members

Name of Members	Role
Joseph Bosco	Principal
Grace Chunhong Liu	Parent or Community Member
Rosmary O'Niell	Parent or Community Member
Dawn Greenberg	Other School Staff
Sandy Waite Lopez	Classroom Teacher
Rebecca Yu	Parent or Community Member
	Classroom Teacher
	Parent or Community Member
	Classroom Teacher

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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

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.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/9/2016.

Attested:

Principal, Joe Bosco on 4/30/19

SSC Chairperson, Rosmary O'Neill on 4/30/19

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.