Single Plan for Student Achievement
2017-2018

Foxboro Elementary School

Foxboro Elementary School Site Council

Foxboro Elementary School
600 Morning Glory Dr.
Vacaville, CA 95687

December 19, 2017

Part II: The Single Plan for Student Achievement Template

School: Foxboro Elementary School

District: Travis Unified School District

County-District School (CDS) Code: 48-70565-6111652

Principal: Samantha Chizauskie

Date of this revision: December 15, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Position:	Principal
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The District Governing Board approved this revision of the SPSA on January 9, 2018.

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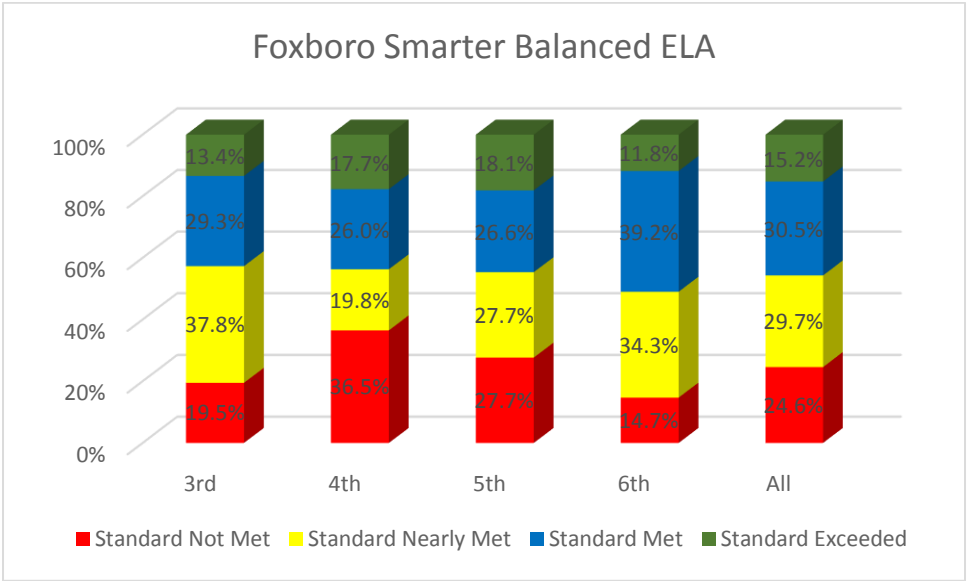
Foxboro Smarter Balanced ELA
100%
80%
60%
40%
20%
0%
13.4%
29.3%
37.8%
19.5%
17.7%
26.0%
19.8%
36.5%
18.1%
26.6%
27.7%
27.7%
11.8%
39.2%
34.3%
14.7%
15.2%
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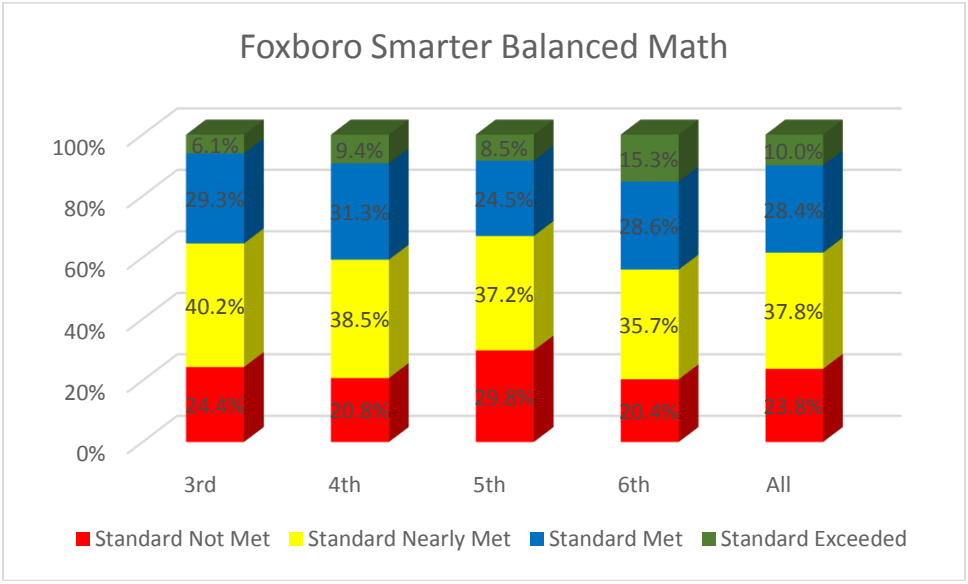
Foxboro Smarter Balanced Math
100%
80%
60%
40%
20%
0%
6.1%
29.3%
40.2%
24.4%
9.4%
31.3%
38.5%
20.8%
8.5%
24.5%
37.2%
29.8%
15.3%
28.6%
35.7%
20.4%
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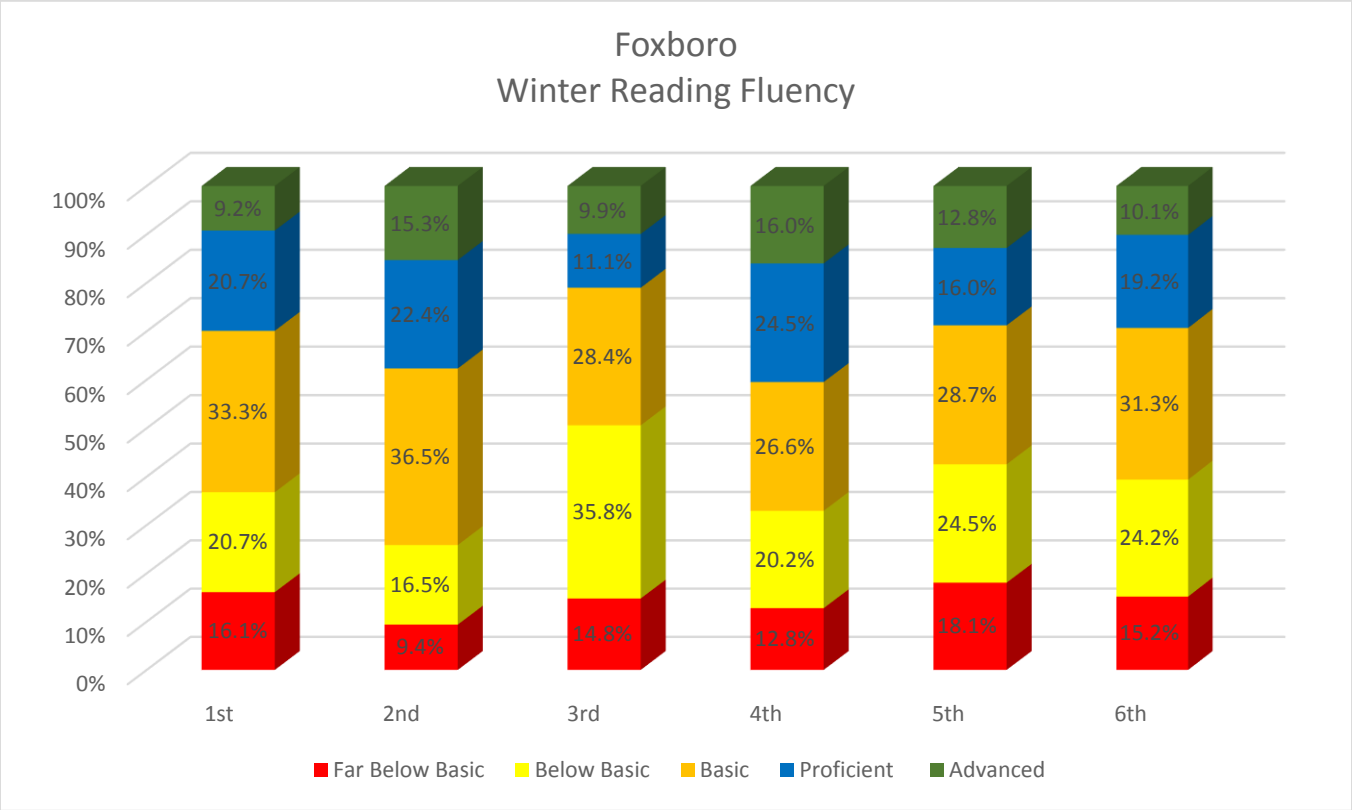
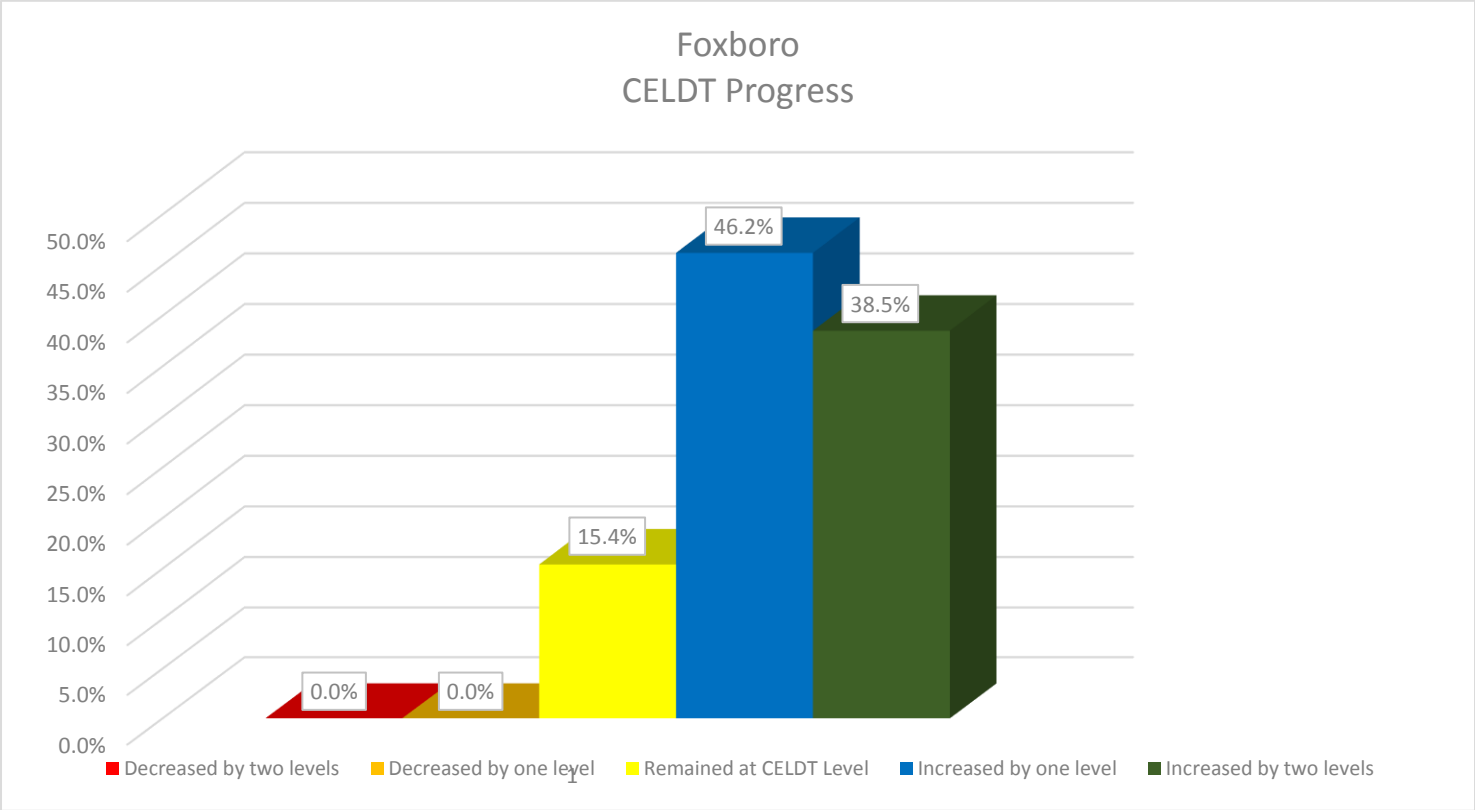
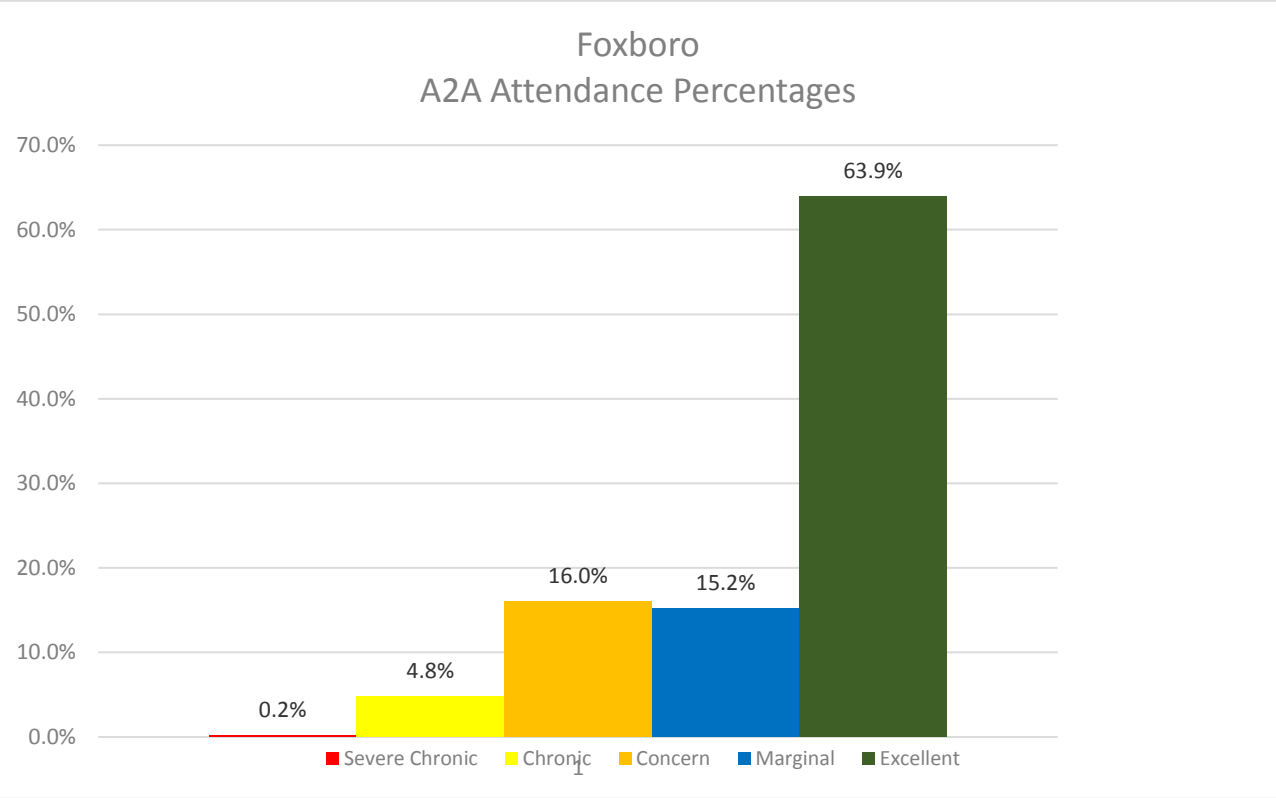
Standard Nearly Met
Standard Met
Standard Exceeded


Foxboro
Winter Reading Fluency
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
9.2%
20.7%
33.3%
20.7%
16.1%
15.3%
22.4%
36.5%
16.5%
9.4%
9.9%
11.1%
28.4%
35.8%
14.8%
16.0%
24.5%
26.6%
20.2%
12.8%
12.8%
16.0%
28.7%
24.5%
18.1%
10.1%
19.2%
31.3%
24.2%
15.2%
1st
2nd
3rd
4th
5th
6th
Far Below Basic
Below Basic
Basic
Proficient
Advanced


Foxboro
CELDT Progress
50.0%
45.0%
40.0%
35.0%
30.0%
25.0%
20.0%
15.4%
10.0%
5.0%
0.0%
0.0%
0.0%
46.2%
38.5%
Decreased by two levels
Decreased by one level
Remained at CELDT Level
Increased by one level
Increased by two levels


Foxboro
A2A Attendance Percentages
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
0.2%
4.8%
16.0%
15.2%
63.9%
Severe Chronic
Chronic
Concern
Marginal
Excellent

Form A: Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

LCAP GOAL #1 (LEA Goal)**:** Use Multi-Tiered Systems of Support (MTSS) to improve student learning and close the achievement gap.

SCHOOL GOAL: #1 Using the Multi-Tiered Systems of Support (MTSS), Foxboro students in grades 3-6 will demonstrate academic growth by increasing the percentage of students that are proficient or advanced level on the Smarter Balanced Assessment in the spring of 2018. Grades K-2 students will demonstrate improvement with ESGI and District-Approved Formative and Summative Assessments.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• Smarter Balanced Assessments Results in ELA and Math • Aimsweb reading data • STAR reading data • CELDT data (measure of English learner proficiency in English)	• 50% or more students in grades 3-6 are not proficient in ELA and math. • Students who are English Language Learners are making good progress in their English Language Development. • 84% of students who took the CELDT test in the 2016-2017 school year have moved up one or more level. • Based on the January 2017 reading fluency assessment, approximately 50% of students at each grade level were ranked Below Basic or Basic.	Progress will be evaluated based on student assessment data. Formative data to determine which students are on track to meet yearly reading and ELA progress will come from Benchmark Assessor Live!, STAR, and Smarter Balanced Interim Assessment Blocks, with progress benchmarks analyzed three times each year. The progress of English learners will be measured annually using the ELPAC, and Intervention Specialists will use tools available in our ELD curriculum for formative progress checks three times each year. Math data will come from teacher-developed benchmark assessments and Smarter Balanced Interim Assessment blocks, and will be analyzed three times each year. **Where can a budget plan of the proposed expenditures for this goal be found?**

		The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.

STRATEGY: 1) Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to develop the essential components of a guaranteed and viable curriculum where all students have the time and opportunity to learn essential skills. 2) Implement a multi-tiered system to improve academic performance. 3) Develop systems to ensure all students graduate prepared for college and career.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.1.01 Provide additional Intervention Specialists to support learning in English Language Arts, 4th -6th math, and English Language Development.	HR, District Personnel, Principal, Intervention Specialists	1. Hire an additional intervention specialist by May 2017. 2. Develop daily instructional schedules that include a minimum of 150 minutes of ELD for each English learner in blocks of 30 minutes per day, five days a week, or in blocks of 40 minutes per day, four days per week. (August, 2017)	3 Intervention Teachers SGF $297,988
1.1.02 Continue to progress monitor students through analysis of our current tools (Wonders, Math in Focus, and other assessments) and adding tools where needed (ESGI, Benchmark Assessor Live)	Educational Services Staff , Principal, Intervention Specialists, and Teachers	Administer ESGI benchmark and Assessor Live, progress monitoring, ELD, and formative and summative assessments according to schedules established by teacher teams and the state. (2017-18 school year)	ESGI (District) Benchmark Assessor Live (District)

1.1.03 Use technology to provide targeted learning support (Imagine Learning at school and at home, iPad apps, curriculum-embedded technology, websites)	Educational Services Staff, Principal, Intervention Specialists, and Teachers	1. Principal/Intervention Specialists will work with English Language Coordinator to acquire licenses for Imagine Learning. (August 2017) 2. Intervention Specialists will offer after school time three days a week for 30 minutes for EL students to work on Imagine Learning in a computer lab. (September 2017-May 2018) 3. EL Students and their families will be provided at home access to work on Imagine Learning program that is customized for each individual child. (17-18 School Year)	Imagine Learning K-6 $6,375 for each elementary school
1.1.05 Provide instructional materials for intervention and practice (Scholastic News, WonderWorks, SIPPS, typing software, etc.)	Educational Services Staff, Principal, Intervention Specialists, and Teachers	Teachers and Intervention Specialists use instructional materials to help support key standards Social Studies, and Science beginning in August 2017.	Scholastic News $4,561 Studies Weekly $5,510
1.3.01 Implement a hybrid program at the elementary level that includes specialized instruction and mainstream experiences to better serve elementary Learning Center students who use replacement curriculum below grade level	District Office Administrators, Program Specialists, School Site Administrators, Special Education Teachers, Special Education Service Providers, Intervention Specialists, and General Education Teachers	1. Specialized Academic Instruction (SAI) Taskforce made up of District Office Administrators, Program Specialists, School Site Administrators, Special Education Teachers, Special Education Service Providers, Intervention Specialists, and General Education Teachers developed to examine and make recommendations, with a student-centered focus, regarding collaboration, curriculum and continuum of Special Education services offered in elementary Learning Centers. 2. SAI Taskforce examined student data of those students receiving “supplement” and	District Funded Salary LCFF

		"replacement" instruction and services in elementary Learning Centers. 3. SAI Taskforce recommended Hybrid Learning Center Program to support students receiving "replacement" instruction and services. 4. SAI Taskforce reviewed and recommended evidence-based curriculum, instructional materials, and trainings for the Hybrid Learning Center program. 5. District Hybrid Learning Center team made up of Program Specialist, Site Administrator, and Hybrid Learning Center Teachers was developed to exceptionalize program components including: curriculum, collaboration, scheduling, grading, and training. 6. District Office Administrators, Program Specialists, School Site Administrators, and Special Education Teachers and Service Providers provided the opportunity to observe Hybrid Learning Center classrooms districtwide.	
1.3.03 Increase and improve service to students with exceptional needs by expanding the range of instructional materials available to teachers to serve the needs of individual students; regularly collect and analyze common formative, interim, and summative assessment data; use the assessment	Educational Services Staff, Principal, Intervention Specialists, Teachers, Program Specialists	1. Educational Services department will provide a list of curriculum to be provided to each teacher: general education, intervention specialists, Learning Center, Hybrid, and SCIL. (June 2017) 2. School Site Staff will ensure that each classroom and student has the appropriate resources, ordering additional materials as appropriate for the class and grade level. (17-18 school year) 3. Grade level staff will meet at the site and district level at least monthly to analyze formative and summative assessments to	No Cost

data to establish instructional priorities, appropriately place students, and monitor student progress and achievement		determine best instruction. (17-18 school year)	
1.4.03 Elementary school Tutoring Centers will operate three days a week with teachers and student tutors	Educational Services Staff, Principal, Intervention Specialists, Teachers	Principal will work with the district Student Success Coordinator to hire high school student tutors to support foster children, EL students, and other students who demonstrate support needed in mathematics with after school tutoring. The principal will work with teachers and parents to plan schedules for this support. (February 2018)	Teachers (2 teachers, 1 hours per day, 3 days per week or 108 days; 216 hours x 5 schools; 1080 hours) Student tutors (4 tutors, 1 hour per day, 108 days; 1296 hours x 5 schools; 2160 hours) SGF $15,183 per site
1.6.01 • Facilitate teacher collaboration on instructional strategies to improve learning. • Regularly collect, analyze, and use assessment data to inform classroom instruction • Appropriately place and exit students from intervention and support programs	Educational Services Staff, Principal, Intervention Specialists, Teachers	1. Administer common assessments including ESGI, Benchmark Assessor Live!, STAR Reading, and District-adopted Curriculum Math Assessment. (As shone on pacing guides 2017-2018) 2. Provide teachers with actionable student performance data through Common Planning Development Meetings, grade level PLC work, and grade level collaboration at the site and district level to group students for instruction and adjust instruction to improve student achievement. (at least once per month 17-18 school year)	ESGI (District) Benchmark Assessor Live (District) STAR Reading (District)

• Monitor student progress and achievement. • Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other classrooms			
1.6.02 Improve instructional strategies to engage students actively in learning: • ensuring that all students closely and critically read complex works of literature and informational texts • ensure all students present analyses based on appropriate examples and evidence from the text; • engage all students in rigorous, research - based academic curricula that prepares them to think conceptually, solve problems, and communicate their ideas effectively	Educational Services Staff, Principal, Intervention Specialists, Teachers	Provide teachers with actionable student performance data through Common Planning Development Meetings, grade level PLC work, and grade level collaboration at the site and district level to group students for instruction and adjust instruction to improve student achievement. (at least once per month 17-18 school year)	No Cost

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

LCAP GOAL #3 (LEA GOAL): Use Multi-Tiered Systems of Support (MTSS) to maintain calm classrooms focused on learning and enhance student socio-emotional wellness.

SCHOOL GOAL: #2 Foxboro Elementary School will continue to implement Positive Behavior Intervention and Supports (PBIS) and provide weekly Socio-Emotional Learning lessons to increase positive behavior and decrease bullying. #3 Monitor Attendance to decrease tardies, absences focusing on students who are chronically absent.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• Attendance rates • Suspension rate indicator	Foxboro suspension rates and discipline data demonstrates that our current PBIS systems are working effectively and we need to continue to improve upon them. However, our attendance rates indicate that we need to increase school to home communication and parent meetings to decrease chronic absentees and school tardies.	Data will be collected as part of the LCAP progress monitoring on a district-wide and school site basis. **Where can a budget plan of the proposed expenditures for this goal be found?** The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.

STRATEGY: 1) Enhance the knowledge and skills of all school staff related to PBIS, Classroom management, and responding to challenging behavior. 2) Implement a Multi-Tiered Systems of Support (MTSS) behavioral intervention system to improve socio-emotional wellness and to maintain calm classrooms focused on learning. 3) Implement a School Attendance Team to decrease tardies and absences with a focus on students who are chronically absent. 4) Provide enrichment and hands-on learning the arts, music, and STEM (science, technology, engineering, and mathematics) to improve academic achievement and enhance socio-emotional wellness.

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
3.1.01 Continue to implement and refine PBIS processes developed by elementary schools in 2016-17, including having two	Principal, Intervention Specialists, Student Support Specialist, Behaviorist, Social	1. Provide staff development to review staff responsibilities providing calibration for effective and consistent PBIS implementation. (August 2017) 2. PBIS/SST coordinators work with principal, assistant principal, social worker, psychologist, and parent liaison to support attendance and behavior	$4,827 SGF

PBIS/SST coordinators at each school to support the process and using matrices of behavioral expectation and a plan to teach and reteach behavioral expectations throughout the year	Worker, School Psychologist, District Parent Liaison, Teachers	issues through the SST process. (17-18 school year) 3. All persons responsible listed will work with principal and staff to provide training and support with PBIS throughout the year. (17-18 school year) 4. Teachers will review behavior expectation through socio-emotional learning lessons and class meetings, re-teaching as student behavior identifies the need. (weekly and additionally as needed 17-18 school year)	
3.1.03 Select/develop and implement a cyberbullying program for grades 4-12	Educational Services Staff, Principals, School Social Worker, Student Support Specialist, Psychologist, Teachers	District and School Staff will research and preview options for cyberbullying programs (including assemblies) to be added to our current Socio-Emotional Learning Curriculum (Second Step). Fourth-Sixth grade teachers will meet to determine the topics most appropriate for their grade levels and develop a pacing guide for when these lessons will be taught throughout the year. (17-18 school year)	District
3.2.01 Increase and improve Tier II PBIS services by providing four School Social Workers plus Social Worker Interns, with two Social Workers serving the five elementary schools.	Director of Student Services, Principals, Social Workers, Teachers	Social Worker: Foxboro 0.60	0.30 FTE $38,919 SGF 0.30 FTE $38,919 DoDEA Project Connect

3.2.02 Increase and improve PBIS services by providing Student Support Specialists to support PBIS implementation with one position at each elementary schools.	Director of Student Services, Principals, Student Support Specialists, Teachers	Student Support Specialist: Foxboro 1.0 (.875 FTE)	1 Student Support Provider $37,125.00 0.875 FTE SGF Paid out of district
3.2.03 Increase and improve services to students needing Tier III behavior support by providing • Three Behavior Intervention Specialists (teamed with a Behavior Assistant) to support both Special Education students and students in the general program • Two mental health counselors for Special Education students	Principals, Behaviorists, Intervention Specialists, Behavior Assistants, Mental Health Counselors, School Psychologists, Intervention Specialists (SST Coordinators), Teachers	This support will be activated through the SST process and as needed in crisis situations with parent permission to support the ever changing needs of our students. (17-18 school year)	District
3.3.02 Principals will • Ensure that attendance patterns are monitored weekly with a special focus on chronic absence rates • Use services of the parent liaison, the nurse and health technicians, social workers, and mental health coordinator services	Director of Student Services, Principals, Attendance Clerk, Health Clerk, Social Worker, Parent Liaison, Mental Health Staff, Teachers	1. Principal and school attendance clerk will monitor attendance weekly. As students are tardy or absent more than three times, families will receive communication from the school. (17-18 school year) 2. When students slip for one attendance category to another, families will receive written communication and a phone call from the school. (17-18 school year) 3. As the need arises, the Health Clerk, Social Worker, Parent Liaison, Mental Health staff, and SST Coordinators will be included in the process to provide additional supports. (17-18 school year) 4. Principal and School Attendance Clerk will utilize the SART and SARB process in a timely manner to provide additional supports. (17-18 school year)	No Cost

• Use the SART and SARB processes to improve the attendance of students with chronic absences			
3.3.03 Form a School Attendance Review Team (SART) that will meet a minimum of twice a month to • Review overall data on patterns of chronic absence • Oversee implementation of a school-wide approach to improving attendance • Ensure that students who are chronically absent receive needed supports • Hold parent conferences to develop plans and monitor student progress	Principals, Attendance Clerk, Social Worker, Student Support Specialist, Intervention Specialists (SST Coordinators)	The team will develop a system for when and who will communicate attendance concerns with families using the following procedures: 1. When students slip for one attendance category to another, families will receive written communication and a phone call from the school. (17-18 school year) 2. As the need arises, the Health Clerk, Social Worker, Parent Liaison, Mental Health staff, and SST Coordinators will be included in the process to provide additional supports. (17-18 school year) 3. Principal and School Attendance Clerk will utilize the SART and SARB process in a timely manner to provide additional supports. (17-18 school year)	No Cost
3.3.04 Continue the annual progress and performance review for students attending under special agreements	Director of Student Services, Principal, Attendance Clerk	Agreements will be reviewed annually. (17-18 school year)	No Cost
3.4.01 Continue to implement Second Step and other lessons to increase social awareness and relationship skills.	Educational Services Staff, Principals, Behaviorist, Social Worker, Psychologist,	1. Principal will provide staff development on the importance of Socio-Emotional Learning (SEL) including topics to cover in the district-adopted Second Step Program. (17-18 school year) 2. Student Support Specialist, Noon Duties, and Yard Duties will support students by consistently guiding students to appropriate behavior and following	No Cost

	Student Support Specialist, Teachers	school rules on the school grounds. (17-18 school year)	
3.4.02 • Provide NCI training focused on de-escalating student behavior. • Teach students strategies for calming themselves, focusing on learning, and managing stress.	Director of Special Education, Principals, Behaviorists, Psychologists, Teachers	1. NCI training has been held at the district level for Instructional Aides and Administrators. (17-18 school year and every two years as appropriate) 2. Professional Development on de-escalation strategies and positively responding to student behavior will be provided at the school site. (17-18 school year)	District
3.4.03 Encourage a growth mindset, where children learn that their abilities can be developed through dedication and hard work	All District and School Staff	1. A Growth Mindset Leadership Team of teachers attended staff development provided by the Solano County Office of Education. This team returned to school to train the rest of our staff. (March, May, October 2017) 2. Growth Mindset strategies are part of each staff development meeting (at least once per month) and included in weekly newsletters as appropriate. (17-18 school year)	District
3.5.01/02/05 Increase and improve programs that connect students to school and allow them to build academic skills and experience success in STEM and the arts: • Provide elementary Arts Adventures and STEM programs after school • Provide elementary summer STEM programs that include support for literacy	District Office Staff	Arts Adventures/STEM Elementary After School Programs/VEX Cambridge (14 sessions, 8 from SGF, 6 from DoDEA) 1.5 hours per session, 12 sessions, 1 teacher, 1 student tutor; 18 hours of work time Competitive Robotics Elementary robotics stipends per contract ($1,559 x 5 schools) Robotics Stipend Projected Elementary Summer STEM Program June 2018	$10,195 $3,774 $1,559 Approximately $21,000 per site

• Provide competitive robotics programs at the elementary level			

LCAP GOAL #4 (LEA GOAL): Involve parents as active partners in their child's education.

SCHOOL GOAL: Create and maintain programs that increase parent involvement on campus to include Watch D.O.G.S., PTA Events, School Award Assemblies, Site Council, Student Performances, and Classroom Volunteer Opportunities.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**

• CERVIS data
• Sign in sheets from
  ○ Family curriculum nights
  ○ Parent education programs
	We found that we have many parents involved at school, but we believe we can increase participation at school, parent curriculum nights, education programs, and on district advisory groups.	Data will be collected as part of LCAP progress monitoring on a districtwide and school site basis.
		
		Where can a budget plan of the proposed expenditures for this goal be found?
		
		The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.

STRATEGY: 1) Involve parents in making decisions. 2) Involve parents at school. 3) Provide parent education programs. 4) Continue Watch D.O.G.S. program to increase the participation of father's and father figures during the school day.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

4.1.04 Continue to involve School Site Councils in the analysis of data and the development of district and school plans, the LCAP and the Single Plan for Student Achievement (SPSA)	Educational Services Staff, Student Services Staff, Principals.	Provide information and discussion during regularly scheduled School Site Council meetings. This will be completed throughout year during scheduled meetings. (17-18 school year)	No Cost
4.2.01 Use CERVIS software to track volunteer hours and background clearances	School office staff, Principal	1. Office staff will enter volunteer events into the CERVIS software as events occur. (17-18 school year) 2. Review volunteer hours will be continuous throughout the school year at least each trimester. (17-18 school year)	$225 per school LCFF

4.2.02 Continue Watch D.O.G.S. program where fathers and father figures volunteer at school, acting as positive male role models and participating in a variety of activities, including greeting students, helping in classrooms, and helping to supervise lunch, recess, and passing periods	Principal, Assistant Principal. Director of Student Services	1. Principal and the Top Watch D.O.G. will participate in an implementation phone call and recruitment events. (September 2017) 2. Principal and Assistant Principal will order materials. (as needed 17-18 school year) 3. Watch D.O.G.S. will need to be cleared through the district's volunteer clearance system (CERVIS). (17-18 school year) 4. Assistant Principal and Top Watch D.O.G. will provide orientation for each classroom. (September 2017 and as needed) 5. Participation data will be collected using CERVIS. (17-18 school year) 6. Conduct three recruitment events. (October 2017/January 2018/May 2018)	$1,250 per school SGF
4.3.05 Hold family curriculum nights, where • Teachers and staff explain what children will be learning • Demonstrate technology used at school that can be accessed at home • Teach strategies for helping students learn math • Ways to help children at home	Principal, Assistant Principal, Teachers, Educational Services Staff	1. Plan, publicize, and conduct two curriculum nights to be held from January to December 2018. 2. Site will track participation for each session to evaluate for future events.	$10,137 Elementary: 3 nights per year x 7 grade levels x 2 teachers per grade x 6 hours per night = 252 teacher hours per school SGF

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: Insert your goal # here (sequential) and this verbiage: *Improve academic achievement for English Learners through centralized services provided by Educational Services.*

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
• Ensure EL students make adequate yearly progress by providing supplemental instructional materials. • Provide technological supports for EL students to enhance language instruction. • Provide professional development that will facilitate learning and improve EL student proficiency in English. • Provide trainings for parents and activities at school sites. • Provide supplemental instruction for EL students. • Indirect costs	July 1, 2017 through June 30, 2018	Supplemental instructional materials Supplemental technology support for El students Professional development for adopted curriculum Materials for parent trainings and activities Before/After school tutoring for EL students Indirect costs	$4,074.92 $10,000 $1,000 $500 $3,000 $379.08	Title III LEP for all actions

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

[1] See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.
[2] List the date an action will be taken, or will begin, and the date it will be completed.

- After–School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc.

Of the four following options, please select the one that describes this school site:

☐ **This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**

☐ **This site operates a SWP but does not consolidate its funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

State Programs	Allocation	Consolidated in the SWP
☐ **California School Age Families Education (Carryover only)** Purpose: Assist expectant and parenting students to succeed in school	$	☐
☐ **Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)** Purpose: Help educationally disadvantaged students succeed in the regular program	$	☐
☐ **Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)** Purpose: Develop fluency in English and academic proficiency of English learners	$	☐
☐ **Peer Assistance and Review (Carryover only)** Purpose: Assist teachers through coaching and mentoring	$	☐

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☐	**Professional Development Block Grant (Carryover only)** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$	☐
☐	**Quality Education Investment Act (QEIA)** Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$	☐
☐	**School and Library Improvement Program Block Grant (Carryover only)** Purpose: Improve library and other school programs	$	☐
☐	**School Safety and Violence Prevention Act (Carryover only)** Purpose: Increase school safety	$	☐
☐	**Tobacco-Use Prevention Education** Purpose: Eliminate tobacco use among students	$	☐
☐	**List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], etc.)	$	☐
Total amount of state categorical funds allocated to this school		$	

Federal Programs		**Allocation**	**Consolidated in the SWP**
☐	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$	☐
☐	**Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$	☐

☐	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$		☐
☐	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals		$	☐
☐	**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		$	Title III funds may not be consolidated as part of a SWP[3]
☐	**Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		$	☐
☐	**For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		$	☐
☐	**Other federal funds** (list and describe)		$	☐
☐	**Other federal funds** (list and describe)		$	☐
☐	**Other federal funds** (list and describe)		$	☐
Total amount of federal categorical funds allocated to this school			$	
Total amount of state and federal categorical funds allocated to this school			$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

[3] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[4] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Samantha Chizauskie	☒	☐	☐	☐	☐
Mary Baichtal	☐	☒	☐	☐	☐
Gabrielle Crummey-Smith	☐	☒	☐	☐	☐
Robin Harper	☐	☒	☐	☐	☐
Michele Berry	☐	☐	☒	☐	☐
Ron Manley	☐	☐	☐	☒	☐
Heidi Albers	☐	☐	☐	☒	☐
Dave Topuzes	☐	☐	☐	☒	☐
Brenda Owusu	☐	☐	☐	☒	☐
Yuko Reid	☐	☐	☐	☒	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1☐	3☐	1☐	5☐	☐

[4] *EC* Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   ☐ State Compensatory Education Advisory Committee _____ Signature

   ☐ English Learner Advisory Committee _____ Signature

   ☐ Special Education Advisory Committee _____ Signature

   ☐ Gifted and Talented Education Advisory Committee _____ Signature

   ☐ District/School Liaison Team for schools in Program Improvement _____ Signature

   ☐ Compensatory Education Advisory Committee _____ Signature

   ☐ Departmental Advisory Committee (secondary) _____ Signature

   ☐ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

6. This SPSA was adopted by the SSC at a public meeting on:December 19, 2017.

Attested:

Samantha Chizauskie		12/19/17
Typed name of School Principal	Signature of School Principal	Date
Ron Manley		12/19/17
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Form F: Budget Planning Tool –Version 2.2 (revised)

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at http://www.cde.ca.gov/nclb/sr/le/singleplan.asp.

System Requirements:

A computer running spreadsheet software with the ability to use Macro-Enabled Microsoft Excel 1997–2003 worksheets is required.

Instructions for Use

Opening the Budget Planning Workbook for the First Time

To ensure that the SPSA Budget Planning Tool operates correctly, follow these steps when opening the file:

1. Open the SPSA Budget Planning Tool. A dialogue box should appear that will ask the user if they want to enable editing. Select 'Yes' to enable editing.

2. Enable macros. A Security Warning dialogue box should appear asking if the user wants to enable macros. This warning may alternately appear as a yellow security warning bar across the top of the workbook. Select ‘Enable Macros’ and then save the document.

3. Maximize the workbook so that the page tabs show along the bottom of the workbook.

Setting-up School Information

To set the school information in the tool, follow these steps:

1. Select the ‘SPSABudget’ sheet tab at the bottom of the workbook.

2. Select the 'Add School Information' button to input school information.
3. Enter the school name, the district name, the schools CDS code, the name of the school administrator, and the date of revision.

4. If the school is operating a schoolwide program (SWP) select the 'Operating Schoolwide Program' checkbox. Another checkbox will appear asking of you are consolidating funds as part of operating a SWP. If you are consolidating funds, select the checkbox. You will then be asked to select if you will be consolidating only federal funding sources or consolidating all funding sources.

5. Select 'OK' to continue, or select 'Cancel' to exit.

You may change school information at any time by the selecting ‘Add School Information' button. Each time the ‘Add School Information’ button is selected, the date of revision will reset to ‘1/1/2000’, therefore you will need to update the date of revision each time changes are made to the school information.

For Schools Consolidating Funds as Part of a SWP

If the school is operating a SWP and is choosing to consolidate funds a funding source titled ‘Consolidated SWP Funds’ will appear on the ‘SPSABudget’ sheet. Any funding sources that are consolidated as part of the SWP will be added into the ‘Consolidated SWP Funds’ funding source. In addition, a new sheet named ‘Consolidated SWP Funds’ will appear in the workbook. By going to the ‘Consolidated SWP Funds’ sheet you will be able to see a list of all the funding sources that have been consolidated in the SWP, their initial fiscal year allocations, and the total fiscal year allocation of all the funding sources that have been consolidated.

Adding a New Funding Source

By default, the first funding source listed in the ‘Funding Sources’ column is ‘Title I’. It has a default allocation of ‘$0.00’. To edit either the name of the funding source and/or the allocation amount, select the 'Edit a Funding Source' button and skip to step three below.

To add a new funding source to the list, follow these steps:

1. From the ‘SPSABudget’ sheet, select the 'Add a Funding Source' button.

2. Enter the name of the funding source and the amount of the fiscal year allocation.

3. If you are consolidating this funding source as part of operating a SWP, then select the checkbox. If you are not operating a SWP or if you are operating a SWP but not consolidating funds, no checkbox will appear. If you are operating a SWP and consolidating funds another box will open asking if the funding source is federal, state, or local. Select the appropriate option to continue.
4. Select 'OK' to add the funding source to your list, or select 'Cancel' to exit.

Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

For Schools Consolidating Funds as Part of a SWP

If the funding source is being consolidated as part of a SWP, it will not appear in the funding sources column on the ‘SPSABudget’ sheet. The fiscal year allocation will be added to the ‘Consolidated SWP Funds’ fiscal year allocation and the funding source will be added to the list previously referred to on the ‘Consolidated SWP Funds’ sheet.

Editing or Deleting a Funding Source

To edit an existing funding source on the list, follow these steps:

1. From the ‘SPSABudget’ sheet, select the 'Edit a Funding Source' button.

2. Select the funding source you want to edit or delete from the list on the left. The information for that funding source will auto-populate in the appropriate cells.

3. To edit the funding source, make the desired changes to the funding source information and select 'OK' to enforce the changes or select 'Cancel' to exit.

4. To delete the funding source select the ‘Delete’ button. You will be asked if you want to delete the selected funding source. Select ‘Yes’ to delete the funding source or ‘No’ to cancel.

Note: Deleting a funding source cannot be undone! The system will not allow you to delete the first funding source row.

For Schools Consolidating Funds as Part of a SWP

To edit the ‘Consolidated SWP Funds’ funding source go to the ‘Consolidated SWP Funds’ sheet, Select the ‘Edit a Consolidated SWP Funding Source’ button, and follow instructions 2–4 (above). To delete the ‘Consolidated SWP Funds’ funding source, select the 'Add School Information' button and uncheck the box labeled ‘This site consolidates funding sources as part of operating its schoolwide program’.

Adding a Budget/Resource Code

By default, the first budget code listed in the ‘Budget/Resource Code Descriptions’ column is ‘Unrestricted’. It has a default code of ‘0000’. To edit either the name of the

budget or resource code, or the code itself, select the 'Edit a Budget Code' button and skip to step two below.

To add a new budget or resource code to the list, follow these steps:

1. From the ‘SPSABudget’ sheet, select the 'Add a Budget Code' button.

2. Enter the name and/or description of the budget/resource code and the code number.

3. Select 'OK' to add the budget/resource code to your list, or select 'Cancel' to exit.

Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

Editing or Deleting a Budget/Resource Code

To edit an existing budget or resource code on the list, follow these steps:

1. From the ‘SPSABudget’ sheet, select the 'Edit a Budget Code ' button.

2. Select the budget/resource code you want to edit or delete from the list on the left. The information for that budget/resource code will auto-populate in the appropriate cells.

3. To edit the budget/resource code, make the desired changes to the budget/resource code information and select 'OK' to enforce the changes, or select 'Cancel' to exit.

4. To delete the budget/resource code, select the ‘Delete’ button. You will be asked if you want to delete the selected budget/resource code. Select ‘Yes’ to delete the budget/resource code or ‘No’ to cancel.

Note: Deleting a budget/resource code cannot be undone! The system will not allow you to delete the first budget/resource code source row.

Using ‘Goal’ Worksheets

To use the ‘Goal’ worksheets to track the estimated expenditures related to the school goals as described in the SPSA, follow these steps:

1. Select the first goal tab, ‘Goal 1’, at the bottom of the workbook.

2. Double-select next to ‘Goal’ (under the school information at the top of the page) to activate the cell and enter the title of the goal being addressed.

3. Enter a description of one of the proposed expenditures for this goal. Double-select on a cell in the 'Description of expenditures for implementing this Goal' column and enter the description.

4. Select the budget category (or code) for the proposed expenditure. Select a cell to activate the dropdown menu. Use the scroll bar to scroll through the select ions in the dropdown menu and select on a budget category (or code) to select the budget description (or code) for the proposed expenditure. The corresponding code (or budget description) will appear automatically in the adjoining cell.

5. Enter the funding source for the proposed expenditure. In the ‘Funding Source’ row, select a cell to activate the dropdown menu. Use the scroll bar to scroll through the selections and select on a funding source in the dropdown menu to select it. The remaining allocation amount for that funding source will appear in the ‘Remaining Fiscal Year Allocation’ row immediately below the funding source.

6. Enter the estimated cost for the proposed expenditure. Select on the cell at the juncture of the corresponding Budget Category row and Funding Source column and enter the estimated cost for the proposed expenditure.

If a proposed expenditure draws from multiple funding sources, select additional funding sources and enter the appropriate amounts. For an example of this, please refer to the SPSA Form F: Budget Planning Tool SAMPLE Form A available for download at http://www.cde.ca.gov/nclb/sr/le/singleplan.asp.

Adding and Deleting Rows and Columns on ‘Goal’ Worksheets

To add or delete rows or columns on ‘Goal’ worksheets, follow these steps:

1. To add a new expenditures row, select the 'Add a Row' button. A new row will be added after the last used row. Do not add a new row until all the available cells in the column labeled ‘Descriptions of Expenditures for Implementing this Goal’ have been used.

2. To delete an expenditure row, Select on the description in the row that you want to delete and select the 'Delete a Row' button. That row will be deleted. **Note:** This action cannot be undone!

3. To add a new funding source column, select the 'Add a Column' button and a column will be added after the last used column. Do not add a new column until all the available cells in the row labeled ‘Funding Source’ have been used.

4. To delete a funding source column, select on the funding source in the column that you want to delete and then select the 'Delete a Column' button. That column will be deleted. **Note:** This action cannot be undone!

Adding or Deleting a Goal

To add or delete a goal, follow these steps:

1. To add a goal, select the ‘Add a Goal’ button on the ‘SPSABudget’ page. The next goal in numerical order (up to number 10) will be added to the workbook.

2. To delete a goal, select the ‘Delete this Goal’ button found on all ‘Goal’ pages except ‘Goal 1’. That page, and everything on it, will be deleted. **Note:** This action cannot be undone!

Additional Information

Each ‘Goal’ worksheet keeps a running total of:

1. The estimated costs assigned to each funding source on that page; and

2. A running total of the remaining fiscal year allocation for each funding source.

These totals will automatically update each time that you return to that goal sheet.

The ‘SPSABudget’ worksheet keeps running totals of:

1. The total estimated expenditures for each funding source across all goals;

2. The remaining balance for each funding source; and

3. The total of the estimated expenditures assigned to each budget or resource code from across all goal sheets.

These totals will automatically update each time that you return to the ‘SPSABudget’ sheet.

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.
Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
    1. Academic Achievement for all students
    2. Provide a positive, nurturing environment.
- Identify the major expenditures supporting these priorities.
    1. Intervention Specialist Salaries, Substitutes for collaboration and assessments, Training for teachers, Purchase of Technology and assessment programs.
    2. Salaries for Student Support Specialist, Behavior Intervention Specialist, Behavior Assistant, School Social Worker, and Parent Liaison.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
    1. Academic Achievement for all students
       *PLC's were implemented for K-6 staff.

*Pacing Guides were aligned to new standards for math, reading, and writing
*Teachers were trained in the new reading program.
*Kagan cooperative learning training was offered to teachers.
*EL Students received daily instruction from our Intervention Specialists.
*Benchmark assessments for fluency and reading comprehension were analyzed.

2. Provide a positive, nurturing environment.
*Online Second Step Training was provided to all staff.
*Kagan Win-Win Discipline training was offered to elementary teachers.
*Staff Development for PBIS, classroom management, establishing partnerships with parents, and strategies for working with students whose behaviors interfere with learning was provided throughout the year.
*Foxboro fully implemented PBIS establishing Multiple Tiers of Behavioral Support.
*Behavior Intervention Specialist, Student Support Specialist, and School Social Worker provided routine Tier II Services to provide additional support for students struggling with behavior.
*STEM-themed summer day camps were offered.

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

    - What specific actions related to those strategies were eliminated or modified during the year?

        One strategy that was not fully implemented was providing and After School Tutoring Center. This program is currently being developed with the support of our Educational Services Staff as part of the overall LCAP goals.
    - Identify barriers to full or timely implementation of the strategies identified above.

        The barrier to full time implementation was lack of teaching staff to facilitate the tutoring center.
    - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

        Through PLC's, our teaching teams collaborated on how best to reach our students and provide differentiated academic support within the regular school day.
    - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

We do not know of any specific negative impact, however, the focused teaching collaboration regarding student academic achievement had a direct positive impact as teacher increase analysis of student performance to grade level Common Core State Standards. In analyzing our test scores, we have room to grow particularly in math.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Effective Strategy	Evidence of Effectiveness
Intervention Specialists	SBAC ELA Scores/Aimsweb Data/EL CELDT Scores and Reclassification Rates.
Student Support Specialists	Decrease in Office Disciplinary Referrals, Parent and Student Responses through LCAP process
Multiple Tiers of Systems Support for Behavior(MTSS)	Decrease in Office Disciplinary Referrals
Summer Day Camp for EL Students	Aimsweb/STAR Reading Data, Student Attendance, Student Work During Day Camp

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
    - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
        - Lack of timely implementation
        - Limited or ineffective professional development to support implementation
        - Lack of effective follow-up or coaching to support implementation
        - Not implemented with fidelity
        - Not appropriately matched to student needs/student population
        - Other_____

- Based on the analysis of this practice, would you recommend:
  - Eliminating it from next year's plan
  - Continuing it with the following modifications:_____

Ineffective strategy	Reason this was ineffective	Recommendation for 2017-2018
Development of After School Tutoring Center	There were no teachers to faciltitate the Tutoring Center.	Work with TUSD Educational Services Team to establish after school tutoring with at least one teacher and 4 Vanden student mentors.

Involvement/Governance

- How was the SSC involved in development of the plan?
  Our SSC was involved in analysis of student achievement data, discipline data, and safety inspections. The SSC contributed to the School safe Plan which included climate data. All members have opportunities to suggest strategies and evaluation of effectiveness of the school's policies and practices.

- How were advisory committees involved in providing advice to the SSC?
  We do not have any advisory committees.

- How was the plan monitored during the school year?
  The SSC received periodic reports at meetings and were invited to attend school events that fall within the descriptions of our school goals and strategies.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
  We plan to merge the monitoring of the SPSA with the monitoring of the LCAP and to produce data reports throughout the year to monitor implementation of both plans. We plan to review the monitoring data with teachers, School Site Council, and PTA.

Outcomes

- Identify any goals in the current SPSA that were met.

  Goals 1-4 were met overall. We will continue to monitor Student Achievement through SBAC scores and district-adopted curriculum assessments to look for trends and areas that we can continue to improve.

- Identify any goals in the current SPSA that were not met, or were only partially met.

  - List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Goals not met	Strategies that were ineffective or not implemented
1.2.03 Increase learning time by providing a Tutoring Center (M, T, Th for one hour) to support English Learners and students performing below expectations in ELA and Math.	This did not occur as we did not have teachers able to supervise the Tutoring Center. Our current goal is to have the implemented by January of 2018.

- Based on this information, what might be some recommendations for future steps to meet this goal?
  1. We plan to have an after school tutoring center by the end of January 2018 for grades 5 and 6 with priority to our foster youth, English Learners, and other students who have been identified as academically at-risk in mathematics. We hope to offer support to additional grade levels as staff become available to support.
  2. English Learners who are at-risk in ELA have been offered an after school Tutoring Center by our Intervention Specialists 3 days per week throughout the 17-18 school year.