

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foxboro Elementary School	48-70565-6111652	January 23, 2024	February 6, 2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

In the 2023-24 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2023 California School Dashboard, our African American and Students with Disabilities student group is in ATSI status.

Schools are eligible for ATSI if one or more student groups (see below) meet one of the following criteria:

All indicators at the lowest status level; or

All indicators at the lowest status level but one indicator at another status level

The State Indicators are - ELA, Mathematics, Chronic Absenteeism, and Suspension Rate.

This plan will address ways to improve our school and student outcomes for our ATSI subgroups in particular, based on doing a needs assessment and identifying resource inequities.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our SPSA goals are a product of collaboration among our administration, certificated employees, and advisory groups that include classified employees, students, and parent/guardians. We disaggregated data and looked at both standardized measures, curriculum based assessments, MAP progress monitoring (Reading & Math), and report card grades.

We created goals and action items based on a lens of "what do our students need?" We are paying special attention to our African American and Students with Disabilities subgroups, our groups in ATSI. Recognizing that our work is based on equity, we know that not all students need the same amount of type of support. We plan to use our resources, time, energy, and work to provide all student groups with what they need to learn skills and demonstrate mastery.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school uses a variety of surveys to achieve stakeholder input regarding the school experience, safety, communication, and our overall school climate. Results from these surveys are analyzed by our School Site Councils as well as our staff. These results are used in creating goals for our Single Plan for Student Achievement.

Trends from the surveys that informed this Single Plan for Student Achievement were that we needed to be responsive and flexible in utilizing particular strategies/actions after returning from a pandemic in that social-emotional needs have risen due to the pandemic, as well as hold discussions of high-leverage actions to mitigate learning loss. These findings drove conversations about actions and next steps.

Classroom Observations

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

Site and District Administrators are in and out of classrooms on a daily basis. These informal walkthroughs provide an ongoing glimpse into day to day instructional practices, learning, student engagement and classroom environment of classrooms. Site administrators use these informal walkthrough notes to have reflective conversations with teachers about their practice and student learning and to network teachers for peer to peer support.

In addition to informal classroom walkthroughs, formal observations are conducted in collaboration with teachers who are on the evaluation cycle. These teachers participate in planning and reflecting conferences as well. During these conferences, the administrator and teacher review the evidence collected during the observation, using tools that describe levels of performance and discuss areas of strength and focus areas. Teacher evaluations focus on the California Standards for the Teaching Profession: Engaging and Supporting all Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Students for Learning, and Developing as a Professional Educator.

As a school, areas of focus for instruction, learning and culture are alignment and fidelity of essential expectations in adopted curriculum (ELA, Math, Science, Social Studies, SEL, PBIS, etc.) and best, first instruction, protected WIN (What I Need) time for ELA and Math. These areas of schoolwide focus emerged from evidence and trends seen during both informal and formal classroom visits and are supported by schoolwide data.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Data is at the center of all work done as a school site. This work is anchored in state, district, school and classroom data and includes, but is not limited to: attendance, suspension, grades, SBAC, MAP, Aeries, surveys, benchmarks, and classroom assessments. Data is used to look at areas of success as well as areas that need improvement. We work to determine the root causes for our performance in these areas and then utilize evidence-based practices to support our students' success.

Based on our data analysis using multiple measures, the following are areas of focus for our continued work:

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

For students "not meeting" performance goals in either ELA, Math, Attendance, or Suspension, site-level teams will initiate a process to identify the cause and determine appropriate interventions and supports to facilitate students reaching their academic goals. Ongoing monitoring of student progress toward these goals occurs in a variety of ways including, but not limited to observations, interviews, assessments, and/or anecdotal notes. Progress monitoring records are reviewed routinely as a school site team to ensure that students are continuing to make progress and determine if changes need to be made to student goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

As of December 12, 2023 Foxboro Elementary School has 42 fully credentialed teachers, and 1 teacher working with a waiver.

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

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

All staff development is based on student performance needs as well as professional goals.

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

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

Teaching and Learning

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

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

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

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

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

Opportunity and Equal Educational Access

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

Evidence-based educational practices to raise student achievement

Parental Engagement

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

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

Funding

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

Fiscal support (EPC)

Our school receives LCFF funds, Title II, and Title III funds.

Educational Partner 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

School Site Council
PTA
School Staff
Leadership Team

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As a result of parent, student and staff surveys no resource inequities were identified. All students and student groups have access to after school resources and activities such as tutoring, band, Anchored for Life, art and gardening enrichment, Student Council, Robotics, etc.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1	0	0
African American	4.5%	6.01%	6.1%	30	40	41
Asian	3.0%	3.15%	3.72%	20	21	25
Filipino	4.4%	4.05%	4.76%	29	27	32
Hispanic/Latino	28.6%	32.58%	33.18%	189	217	223
Pacific Islander	0.6%	0.15%	0.3%	4	1	2
White	40.2%	34.83%	34.38%	266	232	231
Multiple/No Response	16.2%	16.67%	16.07%	107	111	108
Total Enrollment				662	666	672

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	86	90	77
Grade 1	92	98	98
Grade 2	104	93	106
Grade3	95	102	94
Grade 4	100	92	101
Grade 5	93	99	98
Grade 6	92	92	98
Total Enrollment	662	666	672

Conclusions based on this data:

1. Enrollment at Foxboro Elementary has remained consistent over the last three school years.
2. It is important to note that during the 22-23 school year, Kindergarten enrollment numbers declined due to the district's decision to place an additional special program at Foxboro and relocated the Kindergarten FTE to another school site.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	20	27	30	3.0%	4.1%	4.5%
Fluent English Proficient (FEP)	31	38	46	4.7%	5.7%	6.8%

Conclusions based on this data:

1. Enrollment of English Learners at Foxboro Elementary has nominally increased over the last three school years.
2. Foxboro has seen an increase in students that are Fluent English Proficient over the last three school 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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	93	104	93	0	103	93	0	103	93	0.0	99.0	100.0
Grade 4	99	93	102	0	93	100	0	93	100	0.0	100.0	98.0
Grade 5	94	98	100	0	98	100	0	98	100	0.0	100.0	100.0
Grade 6	88	96	101	0	95	101	0	95	101	0.0	99.0	100.0
All Grades	374	391	396	0	389	394	0	389	394	0.0	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2406.	2426.		16.50	24.73		25.24	27.96		24.27	26.88		33.98	20.43
Grade 4		2461.	2449.		23.66	22.00		23.66	16.00		23.66	28.00		29.03	34.00
Grade 5		2474.	2472.		7.14	16.00		27.55	23.00		29.59	29.00		35.71	32.00
Grade 6		2504.	2517.		13.68	12.87		24.21	32.67		29.47	28.71		32.63	25.74
All Grades	N/A	N/A	N/A		15.17	18.78		25.19	24.87		26.74	28.17		32.90	28.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.36	21.51		54.37	62.37		24.27	16.13
Grade 4		23.66	17.00		56.99	67.00		19.35	16.00
Grade 5		14.29	16.00		61.22	64.00		24.49	20.00
Grade 6		15.79	12.87		60.00	61.39		24.21	25.74
All Grades		18.77	16.75		58.10	63.71		23.14	19.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.65	10.75		45.63	60.22		42.72	29.03
Grade 4		15.05	9.00		50.54	51.00		34.41	40.00
Grade 5		8.16	13.00		53.06	50.00		38.78	37.00
Grade 6		13.68	14.85		48.42	53.47		37.89	31.68
All Grades		12.08	11.93		49.36	53.55		38.56	34.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.62	9.68		75.73	78.49		11.65	11.83
Grade 4		10.75	12.00		69.89	72.00		19.35	16.00
Grade 5		8.16	14.00		74.49	68.00		17.35	18.00
Grade 6		13.68	13.86		72.63	79.21		13.68	6.93
All Grades		11.31	12.44		73.26	74.37		15.42	13.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.59	18.28		63.11	62.37		23.30	19.35
Grade 4		12.90	13.00		72.04	68.00		15.05	19.00
Grade 5		11.22	8.00		68.37	71.00		20.41	21.00
Grade 6		13.68	15.84		65.26	69.31		21.05	14.85
All Grades		12.85	13.71		67.10	67.77		20.05	18.53

Conclusions based on this data:

1. At Foxboro, we saw an overall achievement for students meeting or exceeding in English Language Arts from 40% in 21-22 to 44% in 22-23.
2. At Foxboro, during the 22-23 school year, we specifically focused on informational text during our reading intervention time. At all grades, we saw an increase for students at or near standard or meeting standard from 77% in 21-22 to 81% in 22-23.
3. At Foxboro, writing continues to be an area where more than 30% of students are performing below standard.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	93	104	93	0	103	93	0	103	93	0.0	99.0	100.0
Grade 4	99	93	102	0	93	101	0	93	101	0.0	100.0	99.0
Grade 5	94	98	100	0	98	100	0	98	100	0.0	100.0	100.0
Grade 6	88	96	101	0	95	101	0	95	101	0.0	99.0	100.0
All Grades	374	391	396	0	389	395	0	389	395	0.0	99.5	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.	2416.		5.83	15.05		27.18	30.11		33.01	23.66		33.98	31.18
Grade 4		2452.	2440.		10.75	10.89		24.73	22.77		34.41	32.67		30.11	33.66
Grade 5		2448.	2458.		5.10	10.00		11.22	11.00		33.67	33.00		50.00	46.00
Grade 6		2507.	2522.		13.68	11.88		21.05	34.65		34.74	22.77		30.53	30.69
All Grades	N/A	N/A	N/A		8.74	11.90		21.08	24.56		33.93	28.10		36.25	35.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.62	20.43		44.66	48.39		42.72	31.18
Grade 4		18.28	17.82		46.24	40.59		35.48	41.58
Grade 5		3.06	9.00		38.78	46.00		58.16	45.00
Grade 6		12.63	12.87		52.63	54.46		34.74	32.67
All Grades		11.57	14.94		45.50	47.34		42.93	37.72

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.56	19.35		51.46	58.06		33.98	22.58
Grade 4		17.20	11.88		50.54	51.49		32.26	36.63
Grade 5		6.12	10.00		54.08	51.00		39.80	39.00
Grade 6		15.79	9.90		54.74	66.34		29.47	23.76
All Grades		13.37	12.66		52.70	56.71		33.93	30.63

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.68	18.28		62.14	62.37		27.18	19.35
Grade 4		15.05	11.88		54.84	59.41		30.11	28.71
Grade 5		2.04	5.00		60.20	59.00		37.76	36.00
Grade 6		9.47	13.86		66.32	63.37		24.21	22.77
All Grades		9.25	12.15		60.93	61.01		29.82	26.84

Conclusions based on this data:

1. At Foxboro, we saw an overall achievement for students meeting or exceeding in Math from 30% in 21-22 to 37% in 22-23.
2. At Foxboro, concepts and procedures continues to be an area where more than 37% of students are performing below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	4	7	*
1	*	*	*	*	*	*	*	*	*	*	8	6
2	*	*	*	*	*	*	*	*	*	*	4	6
3	*	*	*	*	*	*	*	*	*	*	4	4
4	*	*	*	*	*	*	*	*	*	7	*	4
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										23	29	27

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.83	13.79	18.52	26.09	31.03	18.52	21.74	31.03	33.33	4.35	24.14	29.63	23	29	27

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.13	20.69	14.81	43.48	34.48	33.33	13.04	31.03	29.63	4.35	13.79	22.22	23	29	27

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.43	10.34	11.11	26.09	27.59	18.52	30.43	24.14	22.22	13.04	37.93	48.15	23	29	27

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.17	24.14	28.00	47.83	55.17	48.00	0.00	20.69	24.00	23	29	25

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.74	17.24	14.81	60.87	62.07	44.44	17.39	20.69	40.74	23	29	27

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.43	10.34	18.52	60.87	55.17	25.93	8.70	34.48	55.56	23	29	27

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	34.48	16.00	56.52	37.93	48.00	17.39	27.59	36.00	23	29	25

Conclusions based on this data:

1. The ELPAC data at Foxboro is not statistically significant. For student groups that are not statistically significant, we will disaggregate district data to inform our instruction and interventions.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
672	46	4.5	0.1
Total Number of Students enrolled in Foxboro Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	4.5
Foster Youth	1	0.1
Homeless		
Socioeconomically Disadvantaged	309	46
Students with Disabilities	128	19

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	6.1
Asian	25	3.7
Filipino	32	4.8
Hispanic	223	33.2
Two or More Races	108	16.1
Pacific Islander	2	0.3
White	231	34.4

Conclusions based on this data:

1. Socioeconomically Disadvantaged students remain highest student group population served.
2. White and Hispanic are highest percentage of group by ethnicity/race.

School and Student Performance Data

Overall Performance





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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Yellow		

Conclusions based on this data:

1. During the 22-23 school year 0.7% of students were suspended for at least 1 day.
2. During the 22-23 school year 14.5% of students were chronically absent.
3. During the 22-23 school year all students increased by 5.6 points in English Language Arts and increased by 7.6 points in Math as measured by statewide assessments.

School and Student Performance Data

Academic Performance English Language Arts

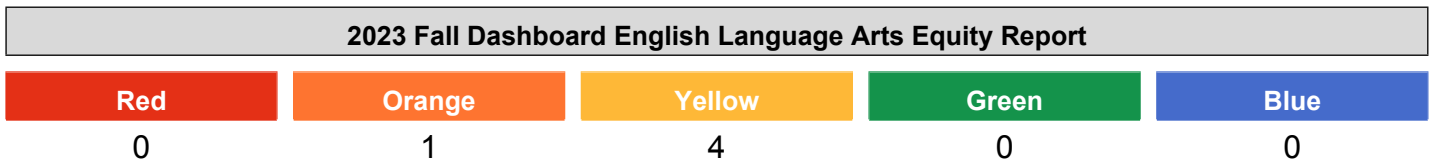
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 16.1 points below standard Increased +5.6 points 379 Students	English Learners 52.1 points below standard Decreased -5.5 points 24 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 26.6 points below standard Increased +5.6 points 169 Students	Students with Disabilities Yellow 69.6 points below standard Increased Significantly +16.3 points 81 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>24.4 points below standard</p> <p>Increased Significantly +26.8 points</p> <p>23 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>2.5 points below standard</p> <p>15 Students</p>	<p>24.8 points above standard</p> <p>Decreased -6.2 points</p> <p>17 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>27.9 points below standard</p> <p>Increased +6.6 points</p> <p>125 Students</p>	<p></p> <p>Yellow</p> <p>11.2 points below standard</p> <p>Increased +10.5 points</p> <p>60 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Orange</p> <p>14.1 points below standard</p> <p>Maintained +0.7 points</p> <p>132 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>113.1 points below standard</p> <p>12 Students</p>	<p>8.8 points above standard</p> <p>Increased Significantly +33.8 points</p> <p>12 Students</p>	<p>15.3 points below standard</p> <p>Increased +6.2 points</p> <p>336 Students</p>

Conclusions based on this data:

1. During the 22-23 school year, SED students increased by 5.6 points in English Language Arts as measured by statewide assessments.
2. During the 22-23 school year, SWD increased by 16.3 points in English Language Arts as measured by statewide assessments.
3. During the 22-23 school year, all students increased by 5.6 points in English Language Arts as measured by statewide assessments.

School and Student Performance Data

Academic Performance Mathematics

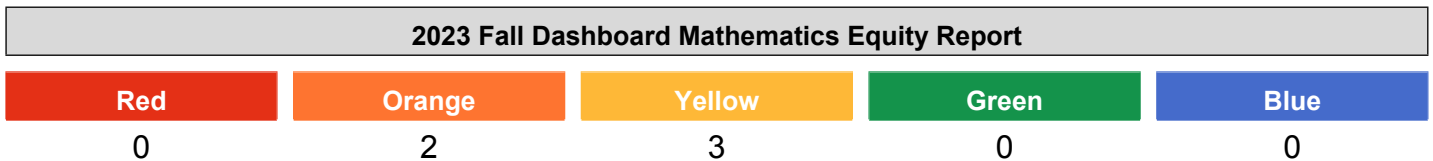
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





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 39.2 points below standard Increased +7.6 points 380 Students	English Learners 63.1 points below standard Increased +4.8 points 24 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 49.8 points below standard Increased +8.6 points 170 Students	Students with Disabilities Yellow 86.3 points below standard Increased Significantly +22.6 points 82 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 49.2 points below standard Increased +13.9 points 23 Students	 No Performance Color 0 Students	 19.2 points above standard 15 Students	 23.1 points below standard Decreased Significantly - 17.3 points 17 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 53.5 points below standard Increased +13.2 points 125 Students	 Orange 51.8 points below standard Maintained -0.5 points 60 Students	 Less than 11 Students 2 Students	 Orange 28.6 points below standard Maintained +2.7 points 133 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.7 points below standard 12 Students	0.5 points below standard Increased Significantly +52.7 points 12 Students	38.9 points below standard Increased +7.3 points 337 Students

Conclusions based on this data:

1. During the 22-23 school year, SED students increased by 8.6 points in Math as measured by statewide assessments.
2. During the 22-23 school year, SWD increased significantly by 22.6 points in Math as measured by statewide assessments.
3. During the 22-23 school year, all students increased by 7.6 points in Math as measured by statewide assessments.

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
54.5 points above standard making progress towards English language proficiency
Number of EL Students: 22 Students Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	5	0	12

Conclusions based on this data:

1. During the 22-23 school year, of the 22 ELL, 5 ELL decreased one level towards English language proficiency, 5 ELL maintained English language proficiency, and 12 ELL progressed at least one level towards English language proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

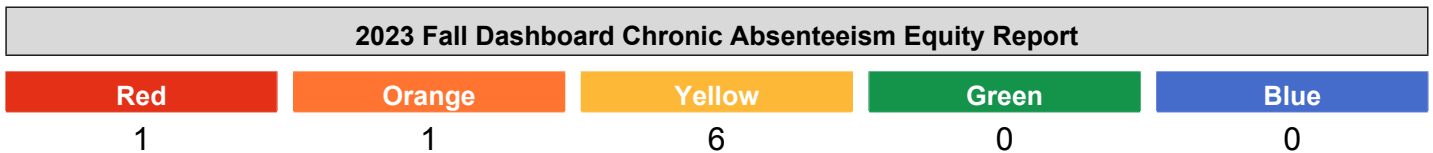
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>14.5% Chronically Absent</p> <p>Declined Significantly -6.2</p> <p>697 Students</p>	<p>English Learners</p> <p>Red</p> <p>24.3% Chronically Absent</p> <p>Increased 7.7</p> <p>37 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>17.2% Chronically Absent</p> <p>Declined Significantly -7.9</p> <p>331 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>20.4% Chronically Absent</p> <p>Declined -5.1</p> <p>147 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 18.6% Chronically Absent Declined -3.6 43 Students	 No Performance Color 0 Students	3.7% Chronically Absent Declined -1.1 27 Students	 Yellow 12.5% Chronically Absent Declined -6.9 32 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 20.2% Chronically Absent Declined Significantly -3.7 238 Students	 Yellow 13.4% Chronically Absent Declined -7.2 119 Students	Less than 11 Students 2 Students	 Yellow 10.2% Chronically Absent Declined Significantly -8.4 236 Students

Conclusions based on this data:

1. During the 22-23 school year, we had a 14.5% Chronically Absenteeism rate schoolwide. This was a significant decline from the 21-22 school year by 6.2%.
2. During the 22-23 school year, SED students and SWD both had a significant decline in their percentage of Chronically Absenteeism.
3. During the 22-23 school year, EL students had an increase in their percentage of Chronically Absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

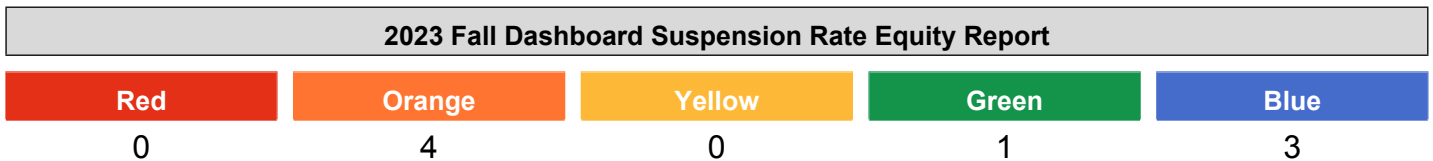
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 0.7% suspended at least one day Increased 0.6 707 Students	English Learners Blue 0% suspended at least one day Maintained 0 37 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Orange 1.2% suspended at least one day Increased 0.9 336 Students	Students with Disabilities Orange 1.3% suspended at least one day Increased 1.3 149 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 2.2% suspended at least one day Increased 2.2 45 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 27 Students	 Blue 0% suspended at least one day Maintained 0 33 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.3% suspended at least one day Increased 0.8 238 Students	 Blue 0% suspended at least one day Maintained 0 123 Students	Less than 11 Students 2 Students	 Green 0.4% suspended at least one day Increased 0.4 239 Students

Conclusions based on this data:

1. During the 22-23 school year, there was a .6% increase in students being suspended for one day. This represents .7% of the total student population of 707 students.
2. During the 22-23 school year, there was a minimal increase in SED students (.9%) and SWD (1.3%) being suspended for one day.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement

LEA/LCAP Goal

Focus on instructional and institutional excellence to promote equity for all, close the achievement gap, and improve student learning in preparation for opportunities beyond high school including college and career.

Goal 1

1A For the 2023-2024 school year, increase the percentage of students proficient or advanced in ELA CAASPP performance levels for students with disabilities from 25% to 32%.

1B For the 2023-2024 school year, increase the percentage of students proficient or advanced in ELA CAASPP performance levels for African American students from 35% to 42%.

1C For the 2023-2024 school year, increase the percentage of students proficient or advanced in Math CAASPP performance levels for students with disabilities from 26% to 33%.

1D For the 2023-2024 school year, increase the percentage of students proficient or advanced in Math CAASPP performance levels for African American students from 20% to 27%.

Identified Need

Based on 2022 CAASPP data, our school is in Additional Targeted Support and Improvement for the following groups: students with disabilities and African American students. Both our teaching staff and school administration monitor student performance using multiple measures. We identified the need for improvement continuously and collaborate on appropriate strategies to achieve these improvements for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Arts

Strategy/Activity

Curriculum/Instruction

* Promote best practices, first instruction and provide additional supports using scaffolding and differentiation in the classroom.

* Utilize district adopted curriculum.

* Focus on teaching essential grade level standards.

- * Assess student progress weekly using informal and formal assessment methods.
- * Provide daily teaching and learning opportunities to include lessons that mirror CAASPP structures and language.
- * Progress monitor student growth using districtwide assessment tools and data (MAP, ESGI, Primary Phonics) to identify student needs and areas of reteaching.
- * Site leadership teams meets at least monthly to analyze student progress and create an action plan for growth.
- * Grade level teams meet at least monthly to analyze student progress and create an action plan for growth.

Intervention

- * Teach small groups within the classroom at least 2-3 times per week with targeted students.
- * Grade level What I Need (WIN) Time for 30 minutes/daily focused on ELA. Using districtwide assessment tools and data, students are assigned to specific skill based groups.
- * Response to Intervention (RTI) - Students requiring Tier 2 and Tier 3 academic support will receive push-in/pull-out small group reading intervention and specialized academic instruction.
- * Before/after school tutoring.
- * Supplemental supports and curriculums.
- * Intervention support staff - Intervention Teachers, Instructional Assistants, TK Teachers.
- * Family Literacy Night.
- * Leverage teams - parent conferences, MTSS, SST, IEP, Section 504, grade level, leadership, staff meetings, etc.

Professional Development

- * Best practice (e.g. scaffolding, differentiation, UDL, etc.)
- * Grade level essential standards are regularly reviewed, discussed and revised.
- * District and statewide assessments.
- * Site monthly staff meetings and monthly professional development meetings.
- * District professional development meetings.
- * Intervention and special education professional development meetings.
- * Technology integration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Math

Strategy/Activity

Curriculum/Instruction

- * Promote best practices, first instruction and provide additional supports using scaffolding and differentiation in the classroom.

- * Utilize district adopted curriculum.
- * Focus on teaching essential grade level standards.
- * Assess student progress weekly using informal and formal assessment methods.
- * Provide daily teaching and learning opportunities to include lessons that mirror CAASPP structures and language.
- * Progress monitor student growth using districtwide assessment tools and data (MAP, ESGI) to identify student needs and areas of reteaching.
- * Site leadership teams meets at least monthly to analyze student progress and create an action plan for growth.
- * Grade level teams meet at least monthly to analyze student progress and create an action plan for growth.

Intervention

- * Teach small groups within the classroom at least 2-3 times per week with targeted students.
- * Grade level What I Need (WIN) Time for 30 minutes/daily focused on Math. Using districtwide assessment tools and data, students are assigned to specific skill based groups.
- * Response to Intervention (RTI) - Students requiring Tier 2 and Tier 3 academic support will receive push-in/pull-out small group reading intervention and specialized academic instruction.
- * Before/after school tutoring.
- * Supplemental supports and curriculums.
- * Intervention support staff - Intervention Teachers, Instructional Assistants, TK Teachers.
- * Family Math Night.
- * Leverage teams - parent conferences, MTSS, SST, IEP, Section 504, grade level, leadership, staff meetings, etc.

Professional Development

- * Best practice (e.g. scaffolding, differentiation, UDL, etc.)
- * Grade level essential standards are regularly reviewed, discussed and revised.
- * District and statewide assessments.
- * Site monthly staff meetings and monthly professional development meetings.
- * District professional development meetings.
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- * Technology integration.

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List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is the first year of goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is the first year of goal.

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.

This is the first year of goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Wellness

LEA/LCAP Goal

Ensure a safe and productive environment using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

Goal 2

2A All students will show progress towards developing social and emotional skills as measured by a 5% decrease in office managed referrals.

Identified Need

This goal was based upon the analysis of state and local data including the California Dashboard, and local attendance, suspension, and discipline data. This goal addresses the needs of all students, specifically those exhibiting a need for more support in behavior and social-emotional regulation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Instruction

- * Utilize Second Step curriculum for lessons at least 30 minutes/weekly in each classroom.
- * Daily classroom meetings including SEL instruction in each classroom.
- * Calming Corner in each classroom.
- * Schoolwide expectations - Respectful, Responsible, Safe and Kind.
- * Schoolwide classroom management system.
- * Whole staff trained in MTSS/PBIS.
- * Whole staff trained in Playworks recess program. The purpose of Playworks is to improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play during all recesses.
- * Student Council to provide schoolwide instruction and assemblies on schoolwide expectations of Respect, Responsibility, Safety and Kindness.
- * Foxboro Elementary is a part of the No Excuses network of school. The focus of this network is to provide students with every opportunity to be college and career ready.
- * Each classroom is assigned a buddy classroom that they participate in morning Jumpstart and weekly SEL lessons and activities.

- * Progress monitor student attendance, discipline, counseling, and intervention using districtwide tools such as Aeries.
- * Site leadership teams meets at least monthly to analyze student social emotional progress and create an action plan for growth.
- * Grade level teams meet at least monthly to analyze student social emotional progress and create an action plan for growth.

Intervention

- * School Wellness Center
- * Intervention support staff - Classroom Teachers, Student Support Specialists, School Social Workers, Instructional Assistants, Noon Duty Supervisors, Site Administrators
- * Foxboro Elementary partners with the Anchored For Life program. The mission for the Anchored 4 Life program is to provide proven resources and strategies to children so they can become resilient, confident, and resourceful, to create a better world for themselves and others. The Foxboro Student Council provides monthly after school small group instruction in each of these areas to students who are referred by staff for the program.
- * School Social Worker provides Social Skills Groups, Lunch Bunch and other groups based on a specific areas of need (e.g. Grief Group, Divorce Group, Conflict Management Groups, etc.).
- * Behavior contracts and Check-In-Check-Out systems provided to students who are unable to access the general education classroom through the schoolwide classroom management system.
- * Response to Intervention (RTI) - Students requiring Tier 2 and Tier 3 social emotion support will receive push-in/pull-out individual and/or small group social emotional support.
- * Leverage Teams - parent conferences, MTSS, SST, IEP, Section 504, grade level, leadership, staff meetings, etc.
- * Parent Education.

Professional Development

- * Social Emotional Learning and Second Step
- * PBIS
- * MTSS
- * Non-Crisis Intervention Training
- * De-escalation Training
- * No Excuses University
- * Trauma-Responsiveness
- * Site monthly staff meetings and monthly professional development meetings.
- * District professional development meetings.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is the first year of goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is the first year of goal.

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.

This is the first year of goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family Engagement

LEA/LCAP Goal

Enhance constructive communication within and outside the school community with a special focus on involving parents as active partners in their child's education.

Goal 3

3A Foxboro administration and staff will show progress toward increasing parent engagement that is focused on two-way communication, outreach and the Foxboro community, as measured by an increase of 5% of parents who report "feeling valued and welcomed on campus" on the District's LCAP survey.

Identified Need

Increased two-way communication and transparency with all educational partners and stakeholders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Communication

- * Weekly update from principal to all school families.
- * Weekly voice message from principal to all school families.
- * Weekly teacher message (email, newsletter, Parent Square, etc.)
- * Regular messages from classroom teachers and site administration through Parent Square.
- * Foxboro Facebook page regularly updated with school activities, events and acknowledgements.
- * School marquee in front of the school regularly updated with school activities, events and acknowledgements.
- * Character Champion Awards and Fabulous Fox Reports provided to students demonstrating schoolwide expectations.
- * Positive phone calls, emails, and notes home to parents from school staff.

Educational Partners & Stakeholders

- * Parent Teacher Association (PTA)
- * School Volunteers
- * Watch DOGS (Dads of Great Students)
- * School Site Council (SSC)

- * English Learner Advisory Council (ELAC)
- * Community Organizations

Engagement & Activities

- * PTA Activities - Back to School Bash, Kite Night and Ice Cream Social, Harvest Festival, Trunk or Treat, Holiday Week, Fun Run, Family Fun Night, Movie Nights, etc.
- * Foxes Give Back - Festival of Trees, Play-Doh Drive for Shriners Children's Hospital, Food Drive, Local SPCA, Care Packages for the Airforce.
- * Family Engagement Activities - Math Night, Literacy Night, STEM Night, etc.
- * School Spirit Days/Weeks - Red Ribbon Week, Kindness Week, Mental Health Awareness Week, College and Career Wednesdays, CommUNITY Thursdays, Fox Family Fridays.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is the first year of this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is the first year of this goal.

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.

This is the first year of this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Basic Services

LEA/LCAP Goal

Provide basic services and manage resources responsibly while maintaining the collaborative budget process. Enhance, create, and modernize facilities that support lifelong educational programs.

Goal 4

4A Plan and utilize funds allocated to sites in a collaborative way with stakeholder groups to maximize the effectiveness of Basic Services including technology, instructional materials, professional development, and facilities.

Identified Need

Respond to the ongoing need for updated technology, instructional materials, professional development and facilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

- * Certificated and classified staff are assigned appropriately for the students they teach and support.
- * Certificated and classified staff, especially new certificated and classified staff are provided ongoing professional development focused on equity and the success of high needs students.
- * Site administrator in collaboration with the district office continues to provide appropriate instructional materials for all students.
- * Site administrator in collaboration with the district office continues to provide supplementary instructional materials to support acceleration of unduplicated students toward grade level standards.
- * Certificated and classified staff are provided technology to support learning and district operations. The focus is on accessibility, security, and integration to create quality user experience. This year, all certificated staff members' computers were replaced.
- * Site administrator in collaboration with the district office continues to provide a clean, well-maintained facility to create a safe, positive, welcoming, and comfortable school environment for all students. This year, three new portables were added to the Foxboro campus. Also this year, new furniture and equipment were provided to the Foxboro TK program.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is the first year of this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is the first year of this goal.

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.

This is the first year of this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

5A

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ <input type="text"/>
Total Federal Funds Provided to the School from the LEA for CSI	\$ <input type="text"/>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ <input type="text"/>

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Donations	26831.00	26,831.00

Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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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
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Kristyn Andrews	Principal
Jennifer Howell	Classroom Teacher
Christina Valentine	Classroom Teacher
Gabrielle Crummey-Smith	Classroom Teacher
Jaime Cipollone	Classroom Teacher
Michele Berry	Other School Staff
Lauren Bender	Parent or Community Member
Alma Herout	Parent or Community Member
Elena Drake	Parent or Community Member
Jody Dorroh	Parent or Community Member
Alitt Carvajal	Parent or Community Member

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

	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program 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 .

Attested:

Principal, Kristyn Andrews on 1/23/2024
SSC Chairperson, Lauren Bender on 1/23/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. 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
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Site Approval of Single Plan for Student Achievement
Signature Page

The School Site Council at Foxboro Elementary School approved the Single Plan for Student Achievement at our meeting dated January 23, 2024.



Principal



SSC Chairperson