



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foxboro Elementary School	48-70565-6111652	January 28, 2025	February 6, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Foxboro Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**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. The ATSI status remains for a 3 year window, including the current 2024-25 school year.

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.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Foxboro Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## 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. The ATSI status remains for a 3 year window, including the current 2024-25 school year.

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.

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.

## Educational Partner Involvement

How, when, and with whom did Foxboro Elementary 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

District LCAP Surveys - Parent/Student/Staff

Student Data - Attendance, Discipline, Academic, District and Statewide Testing

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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, Anchored for Life, SAVE (Students Against Violence Everywhere), art and gardening enrichment, Robotics, etc.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The following student groups performed in the red or orange category on the CA Dashboard. These groups will be a focus for our improvement efforts.

- There are no state indicators in which this site is in the red overall.
- Students with disabilities are a primary focus (red) for CAASPP ELA.
- African American students are a primary focus (red) for chronic absenteeism.

The following will be additional Foxboro student groups to monitor and provide support as they are in the orange:

- Students who identify as two or more races (CAASPP ELA, Suspension Rate)
- Hispanic students (CAASPP ELA, CAASPP Math, Suspension Rate)
- Socio-economically disadvantaged (CAASPP ELA, CAASPP Math, Suspension Rate)
- White (CAASPP ELA, CAASPP Math)
- African American (Suspension Rate)
- Students with Disabilities (CAASPP Math, Suspension Rate)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Foxboro Elementary-  
Second Lowest Performance Band (orange)

The following will be an additional indicator to monitor and provide support as the site is in the orange: Suspension Rate, CAASPP ELA, CAASPP Math.

The following student groups are performing two or more levels below all students and will be closely monitored:

African American: Chronic Absenteeism (red)

Students with Disabilities and Two or More Races: CAASPP ELA (red)

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Foxboro Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	6.01%	6.1%	7.40%	40	41	54
Asian	3.15%	3.72%	3.70%	21	25	27
Filipino	4.05%	4.76%	6.03%	27	32	44
Hispanic/Latino	32.58%	33.18%	31.37%	217	223	229
Pacific Islander	0.15%	0.3%	0.27%	1	2	2
White	34.83%	34.38%	32.33%	232	231	236
Two or More Races	16.67%	16.07%	17.26%	111	108	126
Not Reported	2.55%	1.49%	1.64%	17	10	
<b>Total Enrollment</b>				666	672	730

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	90	77	79
Grade 1	98	98	93
Grade 2	93	106	100
Grade 3	102	94	105
Grade 4	92	101	91
Grade 5	99	98	97
Grade 6	92	98	122
<b>Total Enrollment</b>	666	672	730

#### Conclusions based on this data:

- Enrollment at Foxboro Elementary is experiencing steady growth, with significant increases in total enrollment over three years - from 666 in 2021-2022 to 730 in 2023-2024.
- The student demographic composition at Foxboro is diversifying, with increasing in subgroups including African Americans (percentage increasing from 6.01% in 2021-22 to 7.40% in 2023-24) and Asian and Filipino (a slight increase in numbers and percentages) and slight decreases in other subgroups including Hispanic/Latino (slightly

decreased from 33.18% in 2022-23 to 31.37% in 2023-24) and White (decreased slightly from 34.83% in 2021-22 to 32.33% in 2023-24).

3. Enrollment in Grade 6 at Foxboro has seen notable growth, increasing from 98 students in 2022-23 to 122 students in 2023-24.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	27	30	32	3.0%	4.1%	4.4%
Fluent English Proficient (FEP)	38	46	51	4.7%	5.7%	7.0%

### Conclusions based on this data:

1. The number of English Learners (EL) has increased at Foxboro from 27 students in 2021-22 to 32 students in 2023-24; The percentage of students identified as EL at Foxboro has grown, from 3.0% in 2021-22 to 4.4% in 2023-24.
2. The number of students that are Fluent English Proficient (FEP) at Foxboro has increased consistently, from 38 in 2021-22 to 51 in 2023-24; The percentage of students classified as FEP has risen from 4.7% in 2021-22 to 7.0% in 2023-24.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	104	93	101	103	93	100	103	93	100	99.0	100.0	99
Grade 4	93	102	91	93	100	91	93	100	91	100.0	98.0	100
Grade 5	98	100	98	98	100	97	98	100	97	100.0	100.0	99
Grade 6	96	101	127	95	101	127	95	101	127	99.0	100.0	100
All Grades	391	396	417	389	394	415	389	394	415	99.5	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2406.	2426.	2388.	16.50	24.73	19.00	25.24	27.96	14.00	24.27	26.88	25.00	33.98	20.43	42.00
Grade 4	2461.	2449.	2455.	23.66	22.00	20.88	23.66	16.00	21.98	23.66	28.00	28.57	29.03	34.00	28.57
Grade 5	2474.	2472.	2469.	7.14	16.00	13.40	27.55	23.00	23.71	29.59	29.00	21.65	35.71	32.00	41.24
Grade 6	2504.	2517.	2505.	13.68	12.87	8.66	24.21	32.67	33.86	29.47	28.71	27.56	32.63	25.74	29.92
All Grades	N/A	N/A	N/A	15.17	18.78	14.94	25.19	24.87	24.10	26.74	28.17	25.78	32.90	28.17	35.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.36	21.51	15.00	54.37	62.37	63.00	24.27	16.13	22.00
Grade 4	23.66	17.00	18.68	56.99	67.00	70.33	19.35	16.00	10.99
Grade 5	14.29	16.00	14.43	61.22	64.00	62.89	24.49	20.00	22.68
Grade 6	15.79	12.87	12.60	60.00	61.39	59.84	24.21	25.74	27.56
All Grades	18.77	16.75	14.94	58.10	63.71	63.61	23.14	19.54	21.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.65	10.75	8.00	45.63	60.22	46.00	42.72	29.03	46.00
Grade 4	15.05	9.00	10.99	50.54	51.00	57.14	34.41	40.00	31.87
Grade 5	8.16	13.00	13.40	53.06	50.00	52.58	38.78	37.00	34.02
Grade 6	13.68	14.85	7.87	48.42	53.47	58.27	37.89	31.68	33.86
All Grades	12.08	11.93	9.88	49.36	53.55	53.73	38.56	34.52	36.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.62	9.68	5.00	75.73	78.49	76.00	11.65	11.83	19.00
Grade 4	10.75	12.00	9.89	69.89	72.00	75.82	19.35	16.00	14.29
Grade 5	8.16	14.00	11.34	74.49	68.00	68.04	17.35	18.00	20.62
Grade 6	13.68	13.86	10.24	72.63	79.21	76.38	13.68	6.93	13.39
All Grades	11.31	12.44	9.16	73.26	74.37	74.22	15.42	13.20	16.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.59	18.28	16.00	63.11	62.37	58.00	23.30	19.35	26.00
Grade 4	12.90	13.00	8.79	72.04	68.00	71.43	15.05	19.00	19.78
Grade 5	11.22	8.00	11.34	68.37	71.00	58.76	20.41	21.00	29.90
Grade 6	13.68	15.84	14.17	65.26	69.31	66.93	21.05	14.85	18.90
All Grades	12.85	13.71	12.77	67.10	67.77	63.86	20.05	18.53	23.37

**Conclusions based on this data:**

1. At Foxboro, the participation rate in CAASPP remains consistently high across all grades, often at or near 100%, reflecting strong compliance and effort in student testing.
2. At Foxboro, a significant percentage of students are performing "At or Near Standard" in key areas like reading, writing, and research: Reading: Around 63% of students in 2023-24 were at or near standard, maintaining

consistency over the years; Writing: Over 53% of students remain at or near standard, suggesting a solid foundation to build on; The majority of students remain in the "At or Near Standard" category, which reflects potential for growth with targeted interventions.

3. At Foxboro, writing continues to be an area where more than 30% of students are performing below standard. Students "Below Standard" increased from 29.03% in 2022-23 to 46.00% in 2023-24. The percentage "Above Standard" dropped, especially in Grade 3 (11.65% in 2021-22 to 8.00% in 2023-24).

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	104	93	101	103	93	99	103	93	99	99.0	100.0	98
Grade 4	93	102	91	93	101	91	93	101	91	100.0	99.0	100
Grade 5	98	100	98	98	100	97	98	100	97	100.0	100.0	99
Grade 6	96	101	127	95	101	127	95	101	127	99.0	100.0	100
All Grades	391	396	417	389	395	414	389	395	414	99.5	99.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2401.	2416.	2394.	5.83	15.05	7.07	27.18	30.11	23.23	33.01	23.66	24.24	33.98	31.18	45.45
Grade 4	2452.	2440.	2462.	10.75	10.89	13.19	24.73	22.77	27.47	34.41	32.67	37.36	30.11	33.66	21.98
Grade 5	2448.	2458.	2454.	5.10	10.00	9.28	11.22	11.00	13.40	33.67	33.00	25.77	50.00	46.00	51.55
Grade 6	2507.	2522.	2507.	13.68	11.88	14.17	21.05	34.65	16.54	34.74	22.77	35.43	30.53	30.69	33.86
Grade 11															
All Grades	N/A	N/A	N/A	8.74	11.90	11.11	21.08	24.56	19.81	33.93	28.10	30.92	36.25	35.44	38.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.62	20.43	10.10	44.66	48.39	44.44	42.72	31.18	45.45
Grade 4	18.28	17.82	17.58	46.24	40.59	52.75	35.48	41.58	29.67
Grade 5	3.06	9.00	10.31	38.78	46.00	38.14	58.16	45.00	51.55
Grade 6	12.63	12.87	15.75	52.63	54.46	44.09	34.74	32.67	40.16
Grade 11									
All Grades	11.57	14.94	13.53	45.50	47.34	44.69	42.93	37.72	41.79

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.56	19.35	12.12	51.46	58.06	57.58	33.98	22.58	30.30
Grade 4	17.20	11.88	16.48	50.54	51.49	57.14	32.26	36.63	26.37
Grade 5	6.12	10.00	11.34	54.08	51.00	43.30	39.80	39.00	45.36
Grade 6	15.79	9.90	15.75	54.74	66.34	48.82	29.47	23.76	35.43
All Grades	13.37	12.66	14.01	52.70	56.71	51.45	33.93	30.63	34.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.68	18.28	11.11	62.14	62.37	58.59	27.18	19.35	30.30
Grade 4	15.05	11.88	12.09	54.84	59.41	70.33	30.11	28.71	17.58
Grade 5	2.04	5.00	4.12	60.20	59.00	52.58	37.76	36.00	43.30
Grade 6	9.47	13.86	15.75	66.32	63.37	62.20	24.21	22.77	22.05
All Grades	9.25	12.15	11.11	60.93	61.01	60.87	29.82	26.84	28.02

**Conclusions based on this data:**

1. At Foxboro, we saw participation rates across grades remain high, at or near 100% for most grades and years. This reflects strong engagement and consistent data reliability.
2. At Foxboro, the proportion of students "Not Meeting Standards" increased 36.25% in 2021-22, 35.44% in 2022-23, 38.16% in 2023-24. Grades with the largest increases in students not meeting standards include: Grade 3: Increased significantly from 33.98% in 2021-22 to 45.45% in 2023-24. Grade 5: From 50.0% in 2021-22 to 51.55% in 2023-24.
3. At Foxboro, Grade 4 showed growth in "At or Near Standard" for Communicating Reasoning from 59.41% in 2022-23 to 70.33% in 2023-24, a significant improvement in logical reasoning.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1388.0	*	*	1401.2	*	*	1357.5	7	*	12
1	*	*	*	*	*	*	*	*	*	8	6	5
2	*	*	*	*	*	*	*	*	*	4	6	6
3	*	*	*	*	*	*	*	*	*	4	4	6
4	*	*	*	*	*	*	*	*	*	*	4	6
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										29	27	40

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	33.33	*	*	33.33	*	*	33.33	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.79	18.52	2.50	31.03	18.52	27.50	31.03	33.33	35.00	24.14	29.63	35.00	29	27	40

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	58.33	*	*	8.33	*	*	33.33	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.69	14.81	10.00	34.48	33.33	47.50	31.03	29.63	15.00	13.79	22.22	27.50	29	27	40

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.34	11.11	2.50	27.59	18.52	10.00	24.14	22.22	42.50	37.93	48.15	45.00	29	27	40

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.14	28.00	10.26	55.17	48.00	66.67	20.69	24.00	23.08	29	25	39



Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	58.33	*	*	41.67	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	14.81	12.50	62.07	44.44	55.00	20.69	40.74	32.50	29	27	40

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	50.00	*	*	50.00	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.34	18.52	2.50	55.17	25.93	45.00	34.48	55.56	52.50	29	27	40

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.48	16.00	2.56	37.93	48.00	53.85	27.59	36.00	43.59	29	25	39

**Conclusions based on this data:**

1. At Foxboro, the number of students tested using the English Language Proficiency Assessment for California (ELPAC) increased from 29 in 2021-22 to 40 in 2023-24, showing a rise in the number of English Learners being assessed.
2. In 2023-24, 58.33% of Kindergarten students scored in Level 3 (Moderately Developed) in oral language, indicating strong foundational communication skills. This strength can be leveraged to support other domains like writing and reading, as oral proficiency often helps with language acquisition and overall fluency.
3. Written language remains the most significant challenge, with 75% of Kindergarten students scoring at Level 2 (Somewhat Proficient) and 25% at Level 1 (Beginning Proficiency) in 2023-24. No students achieved Level 4 ("Well Developed") in writing, highlighting a critical need for interventions targeting writing skills development.

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
730	48.9%	4.4%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	4.4%
Foster Youth	0	0.0%
Homeless	2	0.3%
Socioeconomically Disadvantaged	357	48.9%
Students with Disabilities	141	19.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	54	7.4%
American Indian	0	0.0%
Asian	27	3.7%
Filipino	44	6%
Hispanic	229	31.4%
Two or More Races	126	17.3%
Pacific Islander	2	0.3%
White	236	32.3%

### Conclusions based on this data:

1. Foxboro has a racially and ethnically diverse student body, with no single group representing a majority: Hispanic students make up 31.4% of the population, White students represent 32.3%, and Two or More Races: 17.3%.

2. At Foxboro, 48.9% of students are classified as socioeconomically disadvantaged. This indicates a need for additional resources, programs, and supports to ensure equitable access to education for all students.
3. At Foxboro, 19.3% of students have disabilities, which is a significant proportion. This highlights the need for robust special education services and accommodations to support student success.

# 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Orange

##### Mathematics



Orange

##### English Learner Progress



No Performance Color

#### Conclusions based on this data:

1. During the 23-24 school year, 11.3% of students were chronically absent. This is a decrease of 3.2% from the 22-23 school year.
2. During the 23-24 school year, 1.35 of students were suspended at least one day. This is an increase of 0.6% from the 22-23 school year.

3. During the 23-24 school year, at Foxboro, on average, students performed 29.1 points below standard in English Language Arts (decrease of 12.9 points from 22-23 school year) and 44.5 points (decrease of 5.3 points from 22-23 school year) below standard in Math.

# School and Student Performance Data

## Academic Performance English Language Arts

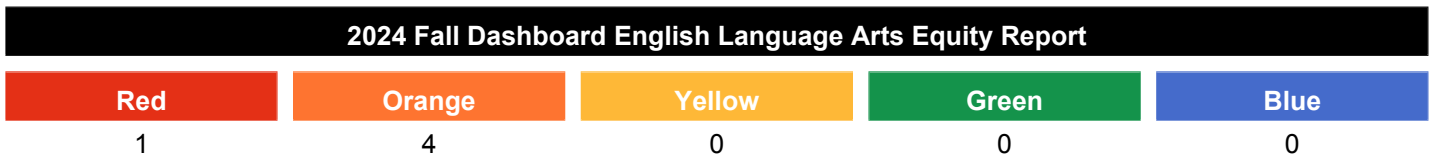
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>29.1 points below standard</p> <p>Declined 12.9 points</p> <p>401 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>54.6 points below standard</p> <p>Maintained -2.5 points</p> <p>32 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>43 points below standard</p> <p>Declined 16.5 points</p> <p>193 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>82.3 points below standard</p> <p>Declined 12.8 points</p> <p>90 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>73.3 points below standard</p> <p>Declined 48.9 points</p> <p>29 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>48.2 points above standard</p> <p>Increased 50.7 points</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>2.9 points above standard</p> <p>Declined 21.9 points</p> <p>23 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>37.3 points below standard</p> <p>Declined 9.5 points</p> <p>120 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>40.1 points below standard</p> <p>Declined 28.9 points</p> <p>68 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Orange</p> <p>19.5 points below standard</p> <p>Declined 5.4 points</p> <p>141 Students</p>

**Conclusions based on this data:**

1. During the 23-24 school year, SED students decreased by 16.5 points in English Language Arts as measured by statewide assessments.
2. During the 23-24 school year, SWD decreased by 12.8 points in English Language Arts as measured by statewide assessments.
3. During the 23-24 school year, all students decreased by 12.9 points in English Language Arts as measured by statewide assessments.



# School and Student Performance Data

## Academic Performance Mathematics

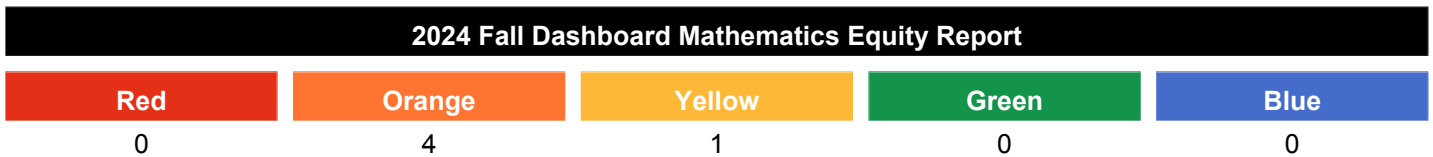
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>44.5 points below standard</p> <p>Declined 5.3 points</p> <p>400 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>73.5 points below standard</p> <p>Declined 10.4 points</p> <p>31 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>54.8 points below standard</p> <p>Declined 5 points</p> <p>192 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>89.7 points below standard</p> <p>Declined 3.4 points</p> <p>90 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>87.4 points below standard</p> <p>Declined 38.2 points</p> <p>29 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>20.3 points above standard</p> <p>Maintained 1.1 points</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>24 points below standard</p> <p>Maintained -0.8 points</p> <p>23 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>54.6 points below standard</p> <p>Maintained -1.1 points</p> <p>120 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>47.2 points below standard</p> <p>Increased 4.6 points</p> <p>68 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Orange</p> <p>33.1 points below standard</p> <p>Declined 4.5 points</p> <p>140 Students</p>

**Conclusions based on this data:**

1. During the 23-24 school year, SED students decreased by 5 points in Math as measured by statewide assessments.
2. During the 23-24 school year, SWD declined 3.4 points in Math as measured by statewide assessments.
3. During the 23-24 school year, students who are two or more races increased by 4.6 points in Math as measured by statewide assessments.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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.

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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.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 40% making progress. Number Students: 25 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
12%	48%	0%	40%

### Conclusions based on this data:

1. During the 23-24 school year, of the 25 ELL, 3 ELL decreased one level towards English language proficiency, 12 ELL maintained English language proficiency, and 10 ELL progressed at least one level towards English language proficiency.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.

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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.”












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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Yellow 11.3% Chronically Absent Declined 3.2 770 Students	<b>English Learners</b>  Yellow 15.2% Chronically Absent Declined 9.1 46 Students	<b>Long-Term English Learners</b>  No Performance Color 0 Students
<b>Foster Youth</b>  No Performance Color 0 Students	<b>Homeless</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 14.2% Chronically Absent Declined 3 395 Students

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>14.7% Chronically Absent</p> <p>Declined 5.7</p> <p>170 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>21.8% Chronically Absent</p> <p>Increased 3.2</p> <p>55 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>3.4% Chronically Absent</p> <p>Maintained -0.3</p> <p>29 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>6.3% Chronically Absent</p> <p>Declined 6.3</p> <p>48 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>16.3% Chronically Absent</p> <p>Declined 3.8</p> <p>245 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>8.9% Chronically Absent</p> <p>Declined 4.5</p> <p>146 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>7% Chronically Absent</p> <p>Declined 3.2</p> <p>244 Students</p>

**Conclusions based on this data:**

1. During the 23-24 school year, we had a 11.3% Chronically Absenteeism rate schoolwide. This is a decline of 3.2% from the 22-23 school year.
2. During the 23-24 school year, the following subgroups had a decline in their percentage of Chronically Absenteeism: English Learners, SED, SWD, Filipino, Hispanic, Two or More Races and White.
3. During the 23-24 school year, African American students had an increase in their percentage of Chronically Absenteeism by 3.2%.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

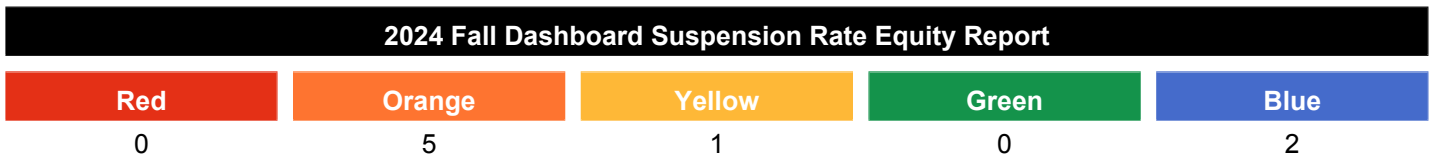
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 0.6%</p> <p>777 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>46 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 0.3%</p> <p>400 Students</p>



<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 1.6%</p> <p>172 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>3.5% suspended at least one day</p> <p>Increased 1.3%</p> <p>57 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>29 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>48 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 0.4%</p> <p>247 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4%</p> <p>146 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.4%</p> <p>247 Students</p>

**Conclusions based on this data:**

1. During the 23-24 school year, there was a .6% increase in students being suspended for one day.
2. During the 23-24 school year, there was a minimal increase in SED students (0.3%), SWD (1.6%), African American students (1.3%), Hispanic students (0.4%), Two or More Races (1.4%), and White (0.4%) 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 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Achievement

For the 2024-2025 school year, increase ELA and Math CAASPP performance level for SWD from 82.3 points below standard in ELA and 89.7 points below standard in Math below standard in 2023-2024 to less and than 65 points below standard (ELA) and 70 points (Math) below standard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on 2023 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment: CAASPP	CAASPP Progress Monitoring  CAASPP performance level for SWD from 82.3 points below standard in ELA and 89.7 points below standard in Math below standard in 2023-2024 to less and than 65 points below standard (ELA) and 70 points (Math) below standard.	CAASPP Spring 2025 Projection  The CAASPP performance level for SWD from 82.3 points below standard in ELA and 89.7 points below standard in Math below standard in 2023-2024 to less and than 65 points below standard (ELA) and 70 points (Math) below standard.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All students, plus a focus on SWD.	LCAP 4000-4999: Books And Supplies Instructional Materials  LCAP

	<ul style="list-style-type: none"> <li>* Assess student progress weekly using informal and formal assessment methods.</li> <li>* Provide daily teaching and learning opportunities to include lessons that mirror CAASPP structures and language.</li> </ul>		5800: Professional/Consulting Services And Operating Expenditures Professional Development
1.2	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>* Progress monitor student growth using districtwide assessment tools and data (MAP, ESGI, Primary Phonics) to identify student needs and areas of reteaching.</li> <li>* Site leadership teams meets at least monthly to analyze student progress and create an action plan for growth.</li> <li>* Grade level teams meet at least monthly to analyze student progress and create an action plan for growth.</li> </ul>	All students, plus a focus on SWD.	<p>LCAP 4000-4999: Books And Supplies Instructional Materials</p> <p>LCAP 5000-5999: Services And Other Operating Expenditures Assessment Tools</p> <p>LCAP 1000-1999: Certificated Personnel Salaries Professional Development</p>
1.3	<p>Intervention</p> <ul style="list-style-type: none"> <li>* Teach small groups within the classroom at least 2-3 times per week with targeted students.</li> <li>* 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.</li> <li>* 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.</li> <li>* Before/after school tutoring.</li> <li>* Supplemental supports and curriculums.</li> <li>* Intervention support staff - Intervention Teachers, Instructional Assistants, TK Teachers.</li> <li>* Family Literacy Night.</li> <li>* Leverage teams - parent conferences, MTSS, SST, IEP, Section 504, grade level, leadership, staff meetings, etc.</li> </ul>	All students, plus a focus on SWD.	<p>LCAP 4000-4999: Books And Supplies Instructional Materials</p> <p>District Funded 5000-5999: Services And Other Operating Expenditures Assessment Tools</p> <p>LCAP 1000-1999: Certificated Personnel Salaries Professional Development</p> <p>LCAP 1000-1999: Certificated Personnel Salaries Before/After School Tutoring</p> <p>LCAP 1000-1999: Certificated Personnel Salaries Family Engagement</p> <p>District Funded 4000-4999: Books And Supplies Technology</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Intervention Teachers</p>
1.4	Professional Development	All students, plus a focus on SWD.	LCAP

	<ul style="list-style-type: none"> <li>* Best practice (e.g. scaffolding, differentiation, UDL, etc.)</li> <li>* Grade level essential standards are regularly reviewed, discussed and revised.</li> <li>* District and statewide assessments.</li> <li>* Site monthly staff meetings and monthly professional development meetings.</li> <li>* District professional development meetings.</li> <li>* Intervention and special education professional development meetings.</li> <li>* Technology integration.</li> </ul>	<p>4000-4999: Books And Supplies Instructional Materials</p> <p>District Funded 5000-5999: Services And Other Operating Expenditures Assessment Tools</p> <p>Educator Effectiveness 1000-1999: Certificated Personnel Salaries Professional Development</p>
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Social Emotional Wellness

All students will show progress towards developing social and emotional skills as measured by state and local data.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Attendance Data	<p>All students: Number of Students: 770 11.3% Chronically Absent Decline 3.2% Medium Performance Level: Yellow</p> <p>African American: Number of Students: 55 21.8% Chronically Absent Increased 3.2% Very-Low Performance Level (Lowest of all groups): Red</p>	<p>All students fall within the yellow band as measured on the CA Dashboard in Attendance Data with a goal of declining from 11.3% to 7% or less chronically absent in the 24-25 school year.</p> <p>African American students fall within the red band as measured on the CA Dashboard in Attendance data with a goal in declining from 21.8% to 10% or less chronically absent in the 24-25 school year.</p>
CA Dashboard Suspension Data	<p>All Students: Number of Students: 777 1.3% suspended at least one day Increased 0.6% Low Performance Level: Orange</p> <p>Students with Disabilities Number of Students: 172 2.9% suspended at least one day Increased 1.6% (largest increase of all subgroups) Low Performance Level: Orange</p>	<p>All students fall within the orange band as measured on the CA Dashboard in Suspension Data with a goal of declining from 1.3% to less than 1% of students suspended at least one day in the 24-25 school year.</p> <p>Students with Disabilities fall within the orange band as measured on the CA Dashboard in Suspension Data with a goal of declining from 2.9% to less than 1% of Students with Disabilities suspended at least one day in the 24-25 school year.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p><b>2.1</b></p>	<p>Instruction</p> <ul style="list-style-type: none"> <li>* Utilize Second Step curriculum for lessons at least 30 minutes/weekly in each classroom.</li> <li>* Daily classroom meetings including SEL instruction in each classroom.</li> <li>* Calming Corner in each classroom.</li> <li>* Schoolwide expectations - Respectful, Responsible, Safe and Kind.</li> <li>* Schoolwide classroom management system.</li> <li>* Whole staff trained in MTSS/PBIS.</li> <li>* 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.</li> <li>* Student Council to provide schoolwide instruction and assemblies on schoolwide expectations of Respect, Responsibility, Safety and Kindness.</li> <li>* 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.</li> <li>* Each classroom is assigned a buddy classroom that they participate in morning Jumpstart and weekly SEL lessons and activities.</li> </ul>	<p>All students</p>	<p>District Funded 4000-4999: Books And Supplies SEL Curriculum</p> <p>LCAP 5000-5999: Services And Other Operating Expenditures Recess Activities</p> <p>LCAP 1000-1999: Certificated Personnel Salaries Professional Development</p> <p>LCAP 1000-1999: Certificated Personnel Salaries Parent Engagement</p>
<p><b>2.2</b></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>* Progress monitor student attendance, discipline, counseling, and intervention using districtwide tools such as Aeries.</li> <li>* Site leadership teams meets at least monthly to analyze student social emotional progress and create an action plan for growth.</li> <li>* Grade level teams meet at least monthly to analyze student social emotional progress and create an action plan for growth.</li> </ul>	<p>All students</p>	<p>District Funded 5000-5999: Services And Other Operating Expenditures Assessment Tools</p>
<p><b>2.3</b></p>	<p>Intervention</p> <ul style="list-style-type: none"> <li>* School Wellness Center</li> <li>* Intervention support staff - Classroom Teachers, Student Support Specialists, School Social Workers, Instructional Assistants, Noon Duty Supervisors, Site Administrators</li> <li>* 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</li> </ul>	<p>All students</p>	<p>District Funded 4000-4999: Books And Supplies SEL Curriculum</p> <p>LCAP 1000-1999: Certificated Personnel Salaries Professional Development</p> <p>LCAP 1000-1999: Certificated Personnel Salaries</p>

	<p>instruction in each of these areas to students who are referred by staff for the program.</p> <ul style="list-style-type: none"> <li>* 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.).</li> <li>* 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.</li> <li>* 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.</li> <li>* Leverage Teams - parent conferences, MTSS, SST, IEP, Section 504, grade level, leadership, staff meetings, etc.</li> <li>* Parent Education.</li> </ul>		<p>Parent Engagement</p> <p>LCAP 1000-1999: Certificated Personnel Salaries Intervention</p>
<b>2.4</b>	<p>Professional Development</p> <ul style="list-style-type: none"> <li>* Social Emotional Learning and Second Step</li> <li>* PBIS</li> <li>* MTSS</li> <li>* Non-Crisis Intervention Training</li> <li>* De-escalation Training</li> <li>* No Excuses University</li> <li>* Trauma-Responsiveness</li> <li>* Site monthly staff meetings and monthly professional development meetings.</li> <li>* District professional development meetings.</li> </ul>	All student	<p>District Funded 4000-4999: Books And Supplies SEL Curriculum</p> <p>Educator Effectiveness 1000-1999: Certificated Personnel Salaries Professional Development</p> <p>LCAP 1000-1999: Certificated Personnel Salaries Parent Engagement</p>
<b>2.5</b>		All students	

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Family Engagement

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Communication</p> <ul style="list-style-type: none"> <li>* Weekly update from principal to all school families.</li> <li>* Weekly voice message from principal to all school families.</li> <li>* Weekly teacher message (email, newsletter, Parent Square, etc.)</li> <li>* Regular messages from classroom teachers and site administration through Parent Square.</li> <li>* Foxboro Facebook page &amp; Instagram regularly updated with school activities, events and acknowledgements.</li> <li>* School marquee in front of the school regularly updated with school activities, events and acknowledgements.</li> <li>* Character Champion Awards and Fabulous Fox Reports provided to students demonstrating schoolwide expectations.</li> <li>* Positive phone calls, emails, and notes home to parents from school staff.</li> </ul>		<p>District Funded 5000-5999: Services And Other Operating Expenditures Communication Tools</p> <p>LCAP 4000-4999: Books And Supplies Recognition Programs</p>



3.2	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		
3.3	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.		

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Basic Services

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<ul style="list-style-type: none"> <li>* Certificated and classified staff are assigned appropriately for the students they teach and support.</li> <li>* 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.</li> <li>* Site administrator in collaboration with the district office continues to provide appropriate instructional materials for all students.</li> <li>* Site administrator in collaboration with the district office continues to provide supplementary instructional materials to support acceleration of unduplicated students toward grade level standards.</li> <li>* 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.</li> </ul>		Educator Effectiveness 1000-1999: Certificated Personnel Salaries Staff (Certificated/Classified) Development  District Funded 4000-4999: Books And Supplies Technology  District Funded 4000-4999: Books And Supplies Instructional Materials  District Funded None Specified Facilities/Classroom Improvements

	<p>* 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.</p>		<p>District Funded None Specified Campus Beautification</p>
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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
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## Expenditures by Budget Reference

Budget Reference	Amount
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## 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
Ruby Mora	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 1/28/2025
SSC Chairperson, Lauren Bender on 1/28/2025



# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

*Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

*Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

*Note: Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023