School Year: **2025-26**

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 27, 2026	TBA

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

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

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
PBIS Teams - Tier I & Tier II
MTSS 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) Promise Leadership, art and gardening enrichment, STEM, 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 site and/or following student groups performed in the red or orange category on the CA Dashboard. These groups will be a focus for our improvement efforts.

- The site is performing in the red overall on the Chronic Absenteeism indicator.
- The site is performing in the orange overall on the CAASPP ELA indicator.
- Students with disabilities are a primary focus (red) for CAASPP Math.
- African American students are a primary focus (orange) for Suspension.

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

- Filipino Students (Chronic Absenteeism, Suspension).
- Students who identify as two or more races (Chronic Absenteeism, CAASPP Math)
- Hispanic students (CAASPP Math)
- Socio-economically disadvantaged (CAASPP Math)
- White (CAASPP Math)
- Students with Disabilities (Chronic Absenteeism
- English Learners (CAASPP Math)

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-

- The following will be an additional indicator to monitor and provide support as the site is in the red: Chronic Absenteeism.
- The following will be an additional indicator to monitor and provide support as the site is in the orange: CAASPP ELA, CAASPP Math.
- The following student groups are performing two or more levels below all students and will be closely monitored:

African American: Suspension Rate (orange)
Filipino: Suspension Rate (orange)

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	0.14%	0		1
African American	6.1%	7.40%	6.56%	41	54	47
Asian	3.72%	3.70%	3.91%	25	27	28
Filipino	4.76%	6.03%	5.30%	32	44	38
Hispanic/Latino	33.18%	31.37%	34.45%	223	229	247
Pacific Islander	0.3%	0.27%	0.14%	2	2	1
White	34.38%	32.33%	30.96%	231	236	222
Two or More Races	16.07%	17.26%	17.57%	108	126	126
Not Reported	1.49%	1.64%	0.98%	10	12	7
			Total Enrollment	672	730	717

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			37
Kindergarten	77	79	81
Grade 1	98	93	91
Grade 2	106	100	101
Grade3	94	105	108
Grade 4	101	91	103
Grade 5	98	97	95
Grade 6	98	122	101
Total Enrollment	672	730	717

Conclusions based on this data:

1. Enrollment at Foxboro Elementary has remained relatively stable over the past three years, with total enrollment increasing from 672 students in 2022–23 to 730 students in 2023–24, followed by a slight adjustment to 717 students in 2024–25.

2. Foxboro Elementary continues to serve a highly diverse and increasingly multicultural student population. While Hispanic/Latino students remain the largest subgroup, representing 31.37% of enrollment in 2023–24 and increasing to 34.45% in 2024–25, other student groups have also shown growth. African American student enrollment increased from 6.1% in 2022–23 to 7.40% in 2023–24, and Asian and Filipino student populations experienced modest increases in both number and percentage. At the same time, White student enrollment has slightly decreased over time, reflecting broader demographic shifts in the community.

3. Enrollment patterns across grade levels indicate cohort movement rather than systemic decline or attrition. While Grade 6 enrollment increased from 98 students in 2022–23 to 122 students in 2023–24, followed by a normalization in 2024–25 as cohorts progressed, enrollment across other grade levels has remained relatively consistent year over year.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	30	32	38	4.5%	4.4%	5.3%
Fluent English Proficient (FEP)	46	51	42	6.8%	7.0%	5.9%

Conclusions based on this data:

1. The number of students identified as English Learners has increased from 30 students (4.5%) in 2022–23 to 38 students (5.3%) in 2024–25.
2. The number of students identified as Fluent English Proficient increased from 46 students (6.8%) in 2022–23 to 51 students (7.0%) in 2023–24, followed by a decrease to 42 students (5.9%) in 2024–25.
3. Shifts in EL and FEP enrollment reflect normal movement within language acquisition classifications rather than a loss of language proficiency. While the number of students classified as Fluent English Proficient decreased in 2024–25, this change is consistent with cohort transitions, student mobility, and annual reclassification determinations, alongside a growing EL population.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	93	101	110	93	100	107	93	100	107	100.0	99	97.3
Grade 4	102	91	105	100	91	105	100	91	105	98.0	100	100
Grade 5	100	98	96	100	97	95	100	97	95	100.0	99	99
Grade 6	101	127	104	101	127	103	101	127	103	100.0	100	99
All Grades	396	417	415	394	415	410	394	415	410	99.5	99.5	98.8

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2426.	2388.	2373.	24.73	19.00	12.15	27.96	14.00	13.08	26.88	25.00	25.23	20.43	42.00	49.53
Grade 4	2449.	2455.	2429.	22.00	20.88	15.24	16.00	21.98	20.95	28.00	28.57	20.95	34.00	28.57	42.86
Grade 5	2472.	2469.	2493.	16.00	13.40	14.74	23.00	23.71	29.47	29.00	21.65	32.63	32.00	41.24	23.16
Grade 6	2517.	2505.	2506.	12.87	8.66	16.50	32.67	33.86	19.42	28.71	27.56	31.07	25.74	29.92	33.01
All Grades	N/A	N/A	N/A	18.78	14.94	14.63	24.87	24.10	20.49	28.17	25.78	27.32	28.17	35.18	37.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.51	15.00	7.48	62.37	63.00	65.42	16.13	22.00	27.10
Grade 4	17.00	18.68	15.24	67.00	70.33	57.14	16.00	10.99	27.62
Grade 5	16.00	14.43	12.63	64.00	62.89	70.53	20.00	22.68	16.84
Grade 6	12.87	12.60	13.59	61.39	59.84	51.46	25.74	27.56	34.95
All Grades	16.75	14.94	12.20	63.71	63.61	60.98	19.54	21.45	26.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.75	8.00	4.67	60.22	46.00	44.86	29.03	46.00	50.47
Grade 4	9.00	10.99	4.76	51.00	57.14	58.10	40.00	31.87	37.14
Grade 5	13.00	13.40	18.95	50.00	52.58	61.05	37.00	34.02	20.00
Grade 6	14.85	7.87	12.62	53.47	58.27	58.25	31.68	33.86	29.13
All Grades	11.93	9.88	10.00	53.55	53.73	55.37	34.52	36.39	34.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.68	5.00	5.61	78.49	76.00	68.22	11.83	19.00	26.17
Grade 4	12.00	9.89	6.67	72.00	75.82	66.67	16.00	14.29	26.67
Grade 5	14.00	11.34	6.32	68.00	68.04	77.89	18.00	20.62	15.79
Grade 6	13.86	10.24	8.74	79.21	76.38	71.84	6.93	13.39	19.42
All Grades	12.44	9.16	6.83	74.37	74.22	70.98	13.20	16.63	22.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.28	16.00	6.54	62.37	58.00	64.49	19.35	26.00	28.97
Grade 4	13.00	8.79	8.57	68.00	71.43	69.52	19.00	19.78	21.90
Grade 5	8.00	11.34	13.68	71.00	58.76	65.26	21.00	29.90	21.05
Grade 6	15.84	14.17	11.65	69.31	66.93	70.87	14.85	18.90	17.48
All Grades	13.71	12.77	10.00	67.77	63.86	67.56	18.53	23.37	22.44

Conclusions based on this data:

1. Across grades 3–6, CAASPP participation rates remain exceptionally strong, with nearly all grades testing at or near 100% of enrolled students over the past three years. In 2024–25, overall participation remained high at 98.8%, reinforcing confidence that achievement trends are representative of the full student population and not influenced by under-participation or testing gaps.

2. Across reading, listening, and research/inquiry domains, a majority of students continue to perform At or Near Standard, reflecting a foundational level of skill development. However, longitudinal data shows a gradual decline in the percentage of students meeting or exceeding standards, alongside an increase in students performing Below Standard, particularly in upper grades. This trend helps explain Foxboro's overall Orange designation and highlights the need for targeted, grade-specific instructional refinement to move more students from "Near" to "Met" and "Exceeded.

3. Writing performance presents the most significant challenge across the assessed domains. While approximately 55% of students remain At or Near Standard in writing, the percentage of students performing Below Standard remains high, particularly in Grades 3 and 4, where more than one-third to one-half of students fall below standard in 2024–25. Additionally, the percentage of students performing Above Standard has declined over time, indicating a need to strengthen instructional practices related to writing stamina, structure, and academic language. These trends underscore writing as a priority area for targeted professional learning, instructional coherence, and progress monitoring.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	93	101	110	93	99	109	93	99	109	100.0	98	99.1
Grade 4	102	91	105	101	91	105	101	91	105	99.0	100	100
Grade 5	100	98	96	100	97	96	100	97	96	100.0	99	100
Grade 6	101	127	104	101	127	103	101	127	103	100.0	100	99
All Grades	396	417	415	395	414	413	395	414	413	99.7	99.3	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2416.	2394.	2381.	15.05	7.07	5.50	30.11	23.23	22.02	23.66	24.24	22.02	31.18	45.45	50.46
Grade 4	2440.	2462.	2442.	10.89	13.19	13.33	22.77	27.47	23.81	32.67	37.36	23.81	33.66	21.98	39.05
Grade 5	2458.	2454.	2480.	10.00	9.28	13.54	11.00	13.40	15.63	33.00	25.77	37.50	46.00	51.55	33.33
Grade 6	2522.	2507.	2487.	11.88	14.17	13.59	34.65	16.54	11.65	22.77	35.43	33.01	30.69	33.86	41.75
Grade 11															
All Grades	N/A	N/A	N/A	11.90	11.11	11.38	24.56	19.81	18.40	28.10	30.92	28.81	35.44	38.16	41.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.43	10.10	5.50	48.39	44.44	44.04	31.18	45.45	50.46
Grade 4	17.82	17.58	13.33	40.59	52.75	50.48	41.58	29.67	36.19
Grade 5	9.00	10.31	15.63	46.00	38.14	47.92	45.00	51.55	36.46
Grade 6	12.87	15.75	4.85	54.46	44.09	51.46	32.67	40.16	43.69
Grade 11									
All Grades	14.94	13.53	9.69	47.34	44.69	48.43	37.72	41.79	41.89

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.35	12.12	12.84	58.06	57.58	42.20	22.58	30.30	44.95
Grade 4	11.88	16.48	15.24	51.49	57.14	46.67	36.63	26.37	38.10
Grade 5	10.00	11.34	12.50	51.00	43.30	58.33	39.00	45.36	29.17
Grade 6	9.90	15.75	8.74	66.34	48.82	54.37	23.76	35.43	36.89
All Grades	12.66	14.01	12.35	56.71	51.45	50.12	30.63	34.54	37.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.28	11.11	7.34	62.37	58.59	57.80	19.35	30.30	34.86
Grade 4	11.88	12.09	14.29	59.41	70.33	52.38	28.71	17.58	33.33
Grade 5	5.00	4.12	6.25	59.00	52.58	61.46	36.00	43.30	32.29
Grade 6	13.86	15.75	11.65	63.37	62.20	61.17	22.77	22.05	27.18
All Grades	12.15	11.11	9.93	61.01	60.87	58.11	26.84	28.02	31.96

Conclusions based on this data:

1. Across grades 3–6, participation rates have consistently remained at or near 100%, including 99.5% in 2024–25. This high level of participation ensures that assessment results accurately represent student performance and provide a reliable foundation for identifying strengths, gaps, and instructional priorities.
2. Across ELA and mathematics, most students continue to perform At or Near Standard, demonstrating foundational skills in reading, writing, listening, and mathematical reasoning. However, increases in the percentage of students performing Below Standard, particularly in writing and mathematics problem solving, have limited overall growth and contribute to Foxboro's Orange designation.
3. Students with Disabilities show consistently higher percentages of performance Below Standard across both ELA and mathematics, with limited movement into the Met or Exceeded categories over time. Despite strong participation, achievement trends indicate ongoing challenges in accessing grade-level content, particularly in written expression and mathematical reasoning, resulting in a Red performance level. These data underscore the need for intensified, coherent supports aligned to IEP goals, specially designed instruction, and systematic progress monitoring.

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) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1388.0	*	*	1401.2	*	*	1357.5	*	*	12	4
1	*	*	*	*	*	*	*	*	*	6	5	6
2	*	*	*	*	*	*	*	*	*	6	6	4
3	*	*	*	*	*	*	*	*	*	4	6	10
4	*	*	*	*	*	*	*	*	*	4	6	*
5	*	*	*	*	*	*	*	*	*	*	*	10
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										27	40	38

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	33.33	*	*	33.33	*	*	33.33	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.52	2.50	5.26	18.52	27.50	42.11	33.33	35.00	23.68	29.63	35.00	28.95	27	40	38

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	58.33	*	*	8.33	*	*	33.33	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.81	10.00	21.05	33.33	47.50	44.74	29.63	15.00	10.53	22.22	27.50	23.68	27	40	38

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	2.50	2.63	18.52	10.00	34.21	22.22	42.50	28.95	48.15	45.00	34.21	27	40	38

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.00	10.26	16.22	48.00	66.67	62.16	24.00	23.08	21.62	25	39	37

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	58.33	*	*	41.67	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.81	12.50	36.11	44.44	55.00	47.22	40.74	32.50	16.67	27	40	36

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	50.00	*	*	50.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.52	2.50	0.00	25.93	45.00	57.89	55.56	52.50	42.11	27	40	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.00	2.56	8.33	48.00	53.85	61.11	36.00	43.59	30.56	25	39	36

Conclusions based on this data:

1. The number of students assessed using the English Language Proficiency Assessments for California (ELPAC) increased from 27 students in 2022–23 to 40 students in 2023–24, with 38 students assessed in 2024–25. This

sustained level of assessment reflects continued growth in the English Learner population at Foxboro and underscores the importance of maintaining strong systems for English language development, progress monitoring, and reclassification readiness.

2. Across assessed years, a majority of English Learners performed at Level 3 (Moderately Developed) in the Oral Language domain, particularly in the early grades. In 2023–24, 47.5% of students overall scored at Level 3, indicating developing proficiency in listening and speaking skills. This strength in oral language provides an important foundation that can be intentionally leveraged to support growth in reading comprehension and written expression.

3. Written language continues to present the greatest challenge for English Learners across grade levels. In 2023–24, 42.5% of students performed at Level 2 and 45.0% performed at Level 1 in written language, with very few students reaching Level 4 (Well Developed). Although some improvement is seen in 2024–25, the data highlight the need for targeted instructional supports focused on academic writing, sentence structure, and language conventions, aligned with both designated and integrated ELD instruction.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
717	**47.4%**	**5.3%**	**0.3%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	38	5.3%
Foster Youth	2	0.3%
Homeless	7	1%
Socioeconomically Disadvantaged	340	47.4%
Students with Disabilities	143	19.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	47	6.6%
American Indian	1	0.1%
Asian	28	3.9%
Filipino	38	5.3%
Hispanic	247	34.4%
Two or More Races	126	17.6%
Pacific Islander	1	0.1%
White	222	31%

Conclusions based on this data:

1. Foxboro's student population reflects significant racial and ethnic diversity. In 2024–25, Hispanic students represent 34.4%, White students 31.0%, and students identifying as Two or More Races 17.6% of the enrollment. Additional

representation across African American, Asian, Filipino, Pacific Islander, and American Indian student groups further underscores the school's multicultural composition and the importance of culturally responsive instructional practices and inclusive schoolwide supports.

2. In 2024–25, 47.4% of students (340 students) are identified as socioeconomically disadvantaged. This substantial proportion highlights the ongoing need for targeted academic, social-emotional, and enrichment supports to address opportunity gaps and ensure all students have equitable access to high-quality instruction, resources, and interventions.

3. Students with Disabilities comprise 19.9% of Foxboro's enrollment (143 students), representing nearly one-fifth of the student body. This significant population underscores the importance of strong special education services, effective implementation of IEPs, inclusive instructional practices, and alignment between general education, intervention, and special education supports to promote 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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. During the 24-25 school year, 14.5% of students were chronically absent. This is an increase of 3.2% from the 23-24 school year.
2. During the 24-25 school year, 1% of students were suspended at least one day. This is a decline of 0.3% from the 23-24 school year.

3. During the 24-25 school year, at Foxboro, on average, students performed 33 points below standard in English Language Arts (decrease of 4 points from 23-24 school year) and 51.2 points (decrease of 6.7 points from 23-24 school year) below standard in Math.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	6	0	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
33 points below standard	59.6 points below standard	
Declined 4 points	Declined 5 points	
385 Students	35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	43.6 points below standard
1 Student	3 Students	Maintained -0.6 points
		185 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
79.1 points below standard	67.6 points below standard	Fewer than 11 students - No Data for Privacy
Increased 3.2 points	Increased 5.7 points	0 Students
86 Students	30 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
16.3 points above standard	24.1 points below standard	37.4 points below standard
Declined 31.9 points	Declined 27 points	Maintained 0 points
14 Students	21 Students	129 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
44.5 points below standard	Fewer than 11 students - No Data for Privacy	20.9 points below standard
Declined 4.5 points	1 Student	Maintained -1.3 points
64 Students		120 Students

Conclusions based on this data:

1. During the 24-25 school year, SED maintained in English Language Arts as measured by statewide assessments. They continues to be 43.6 points below standard.
2. During the 24-25 school year, SWD increased by 3.2 points in English Language Arts as measured by statewide assessments. They are now 79.1 points below standard (during the 23-24 school year they were 82.3 points below standard).
3. During the 24-25 school year, all students decreased by 4 points in English Language Arts as measured by statewide assessments. They are on average, 33 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

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

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	0	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
51.2 points below standard	93.3 points below standard	
Declined 6.7 points	Declined 19.9 points	
385 Students	35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	64 points below standard
1 Student	3 Students	Declined 9.1 points
		185 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
101.6 points below standard	90.8 points below standard	Fewer than 11 students - No Data for Privacy
Declined 11.9 points	Declined 3.5 points	0 Students
86 Students	30 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
8.2 points above standard	59.9 points below standard	54.9 points below standard
Declined 12.1 points	Declined 35.9 points	Maintained -0.3 points
14 Students	21 Students	129 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
62 points below standard	Fewer than 11 students - No Data for Privacy	37.8 points below standard
Declined 14.8 points	1 Student	Declined 4.7 points
64 Students		120 Students

Conclusions based on this data:

1. During the 24-25 school year, SED students decreased by 9.1 points in Math as measured by statewide assessments. They are 64 points below standard.
2. During the 24-25 school year, SWD declined 11.9 points in Math as measured by statewide assessments. They are 101.6 points below standard.
3. During the 24-25 school year, all students decreased by 6.7 points in Math as measured by statewide assessments. They are on average, 51.2 points below standard.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	1

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
56.2 science points	49.2 science points	0 Students
Increased 2.8 points	14 Students	
90 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	50.3 science points
	1 Student	Maintained -0.3 points
		47 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
46.7 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 0.9 points	5 Students	
19 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	57.3 science points
5 Students	4 Students	Increased 5.5 points
		33 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
55.5 science points	Fewer than 11 students - No Data for Privacy	58.7 science points
Increased 11.7 points	1 Student	Increased 2.8 points
20 Students		21 Students

Conclusions based on this data:

1. During the 24-25 school year, SED students maintained in Science as measured by statewide assessments. They received 50.3 science points (yellow).
2. During the 24-25 school year, SWD maintained in Science as measured by statewide assessments. They received 46.7 science points (yellow).
3. During the 24-25 school year, all students increased by 2.8 points in Science as measured by statewide assessments. They on average, received 56.2 science points (green).

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
41.9 making progress.	making progress.
Number Students: 31 Students	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.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29%	29%	0%	41.9%

Conclusions based on this data:

1. In 2024–25, 41.9% of English Learners (13 of 31 students) progressed at least one ELPI level, demonstrating forward movement in English language development. While the sample size is too small to generate a Dashboard performance color, this proportion indicates that nearly half of current English Learners are advancing toward proficiency.
2. Of the 31 English Learners included in the ELPI calculation, 29% maintained their current ELPI level, while an additional 29% decreased by at least one level. This combined total highlights variability in English language acquisition and suggests that not all students are consistently accessing the instruction and supports needed to sustain or accelerate progress.
3. In 2024–25, 0% of students maintained ELPI Level 4, indicating that students have not yet reached or sustained the highest level of English language proficiency. This finding reinforces the need for intentional designated and integrated ELD instruction, consistent progress monitoring, and targeted interventions to support students in moving toward and maintaining full English proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	
14.5% Chronically Absent	23.9% Chronically Absent	
Increased 3.2	Increased 8.7	
765 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	18.8% Chronically Absent
3 Students	9 Students	Increased 4.6
		388 Students

Students with Disabilities	African American	American Indian
 Orange	 Green	 No Performance Color
15.2% Chronically Absent	8% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 0.5	Declined 13.8	2 Students
178 Students	50 Students	

Asian	Filipino	Hispanic
 No Performance Color	 Orange	 Red
20% Chronically Absent	7.7% Chronically Absent	19.5% Chronically Absent
Increased 16.6	Increased 1.4	Increased 3.2
30 Students	39 Students	266 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Red
12.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	11.4% Chronically Absent
Increased 4	1 Student	Increased 4.4
140 Students		237 Students

Conclusions based on this data:

1. During the 2024–25 school year, Foxboro Elementary had a 14.5% chronic absenteeism rate schoolwide, reflecting an increase of 3.2 percentage points from the 2023–24 school year.
2. During the 2024–25 school year, African American students experienced a significant reduction in chronic absenteeism, with rates decreasing by 13.8 percentage points to 8%, resulting in a Green performance level.
3. During the 2024–25 school year, multiple student groups experienced increases in chronic absenteeism, most notably English Learners, socioeconomically disadvantaged students, and several racial/ethnic groups, while the increase for students with disabilities remained relatively small (0.5 percentage points).

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

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

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	3	2

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Blue	
1% suspended at least one day	0% suspended at least one day	
Declined 0.3%	Maintained 0%	
786 Students	50 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0.8% suspended at least one day
3 Students	11 Students	Declined 0.7%
		397 Students

Students with Disabilities	African American	American Indian
 Green	 Orange	 No Performance Color
2.2% suspended at least one day	3.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.7%	Increased 0.3%	2 Students
180 Students	52 Students	

Asian	Filipino	Hispanic
 No Performance Color	 Orange	 Blue
0% suspended at least one day	2.5% suspended at least one day	0.4% suspended at least one day
Maintained 0%	Increased 2.5%	Declined 1.2%
31 Students	40 Students	270 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Green
1.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.8% suspended at least one day
Maintained 0%	3 Students	Maintained 0%
147 Students		241 Students

Conclusions based on this data:

1. During the 24-25 school year, there was a .3% decrease in students being suspended for one day.
2. During the 24-25 school year, there was a minimal increase in, African American students (0.3%) and Filipino (2.5%) students being suspended for one day.
3. During the 24-25 school year, there was a decrease in, SED students (0.7%), SWD (0.7%), and Hispanic (1.2%) students 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 2025-2026 school year, will close the literacy gap by writing across all curriculum areas and decreasing the number of students below standard in writing by 10% and increasing those above standard by 10% as measured by ELA and Math CAASPP performance.

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 79.1 points below standard in ELA and 101.6 points below standard in Math below standard in 2024-2025 to less and than 60 points below standard (ELA) and 80 points (Math) below standard.	CAASPP Spring 2025 Projection CAASPP performance level for SWD from 79.1 points below standard in ELA and 101.6 points below standard in Math below standard in 2024-2025 to less and than 60 points below standard (ELA) and 80 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 Foxboro Elementary will strengthen literacy and writing instruction across all content areas to close achievement gaps and improve student performance on state and local assessments. Implement high-quality, first instruction grounded in best instructional practices, with intentional use of	All students, plus a focus on SWD.	1000 LCAP 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	scaffolding, differentiation, and targeted supports to meet diverse learner needs. Utilize district-adopted, standards-aligned curriculum across all subject areas to ensure consistency and coherence in instruction. Maintain a focused emphasis on essential grade-level standards, with particular attention to writing, academic language, and evidence-based responses across disciplines. Monitor student progress weekly using a combination of formative and summative assessments to inform instructional adjustments and intervention decisions. Provide daily writing opportunities across the curriculum, including structured tasks that mirror CAASPP expectations, language, and response formats in both ELA and mathematics.		
1.2	Progress Monitoring Monitor student writing and literacy growth using districtwide assessment tools and data sources (e.g., MAP, ESGI, Primary Phonics, and classroom-based writing assessments) to identify student needs and areas for reteaching or enrichment. To support accurate and timely data collection, substitute coverage is provided to teachers each trimester to allow dedicated time for assessment administration, completion, and data analysis. Site leadership teams meet at least monthly to analyze schoolwide and subgroup writing data, identify trends, and develop action steps to support progress toward SPSA goals. Grade-level teams meet at least monthly to review student work samples, assessment results, and progress monitoring data to inform instructional adjustments and targeted supports.	All students, plus a focus on SWD.	11000 LCAP 1000-1999: Certificated Personnel Salaries Assessment Subs 1000 LCAP 1000-1999: Certificated Personnel Salaries MTSS
1.3	Intervention Foxboro Elementary provides targeted, tiered academic interventions to support literacy growth and close writing achievement gaps. Provide small-group instruction within the classroom at least two to three times per week for students identified through data as needing targeted writing and literacy support. Implement grade-level What I Need (WIN) time for 30 minutes daily, focused on ELA. Students are	All students, plus a focus on SWD.	1500 LCAP 1000-1999: Certificated Personnel Salaries WIN 12000 LCAP 1000-1999: Certificated Personnel Salaries Before/After School Tutoring

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	assigned to skill-based groups using districtwide assessment data and ongoing progress monitoring. Through Response to Intervention (RTI), students requiring Tier 2 and Tier 3 academic support receive push-in and/or pull-out small-group reading and writing intervention, including specialized academic instruction as appropriate. Offer before- and after-school tutoring opportunities to provide additional instructional time and targeted literacy support. Utilize supplemental instructional materials and curricula to address specific literacy skill gaps and accelerate student progress toward grade-level standards. Deploy intervention support staff, including intervention teachers, instructional assistants, and TK teachers, to deliver targeted instruction and support differentiated learning. Host Family Literacy Night to engage families in supporting literacy development and writing at home. Leverage collaborative teams—parent conferences, MTSS, SST, IEP, Section 504, grade-level, leadership, and staff meetings—to coordinate supports, monitor progress, and adjust interventions based on student data.		500 LCAP 1000-1999: Certificated Personnel Salaries SST 1500 DoDEA Grant 1000-1999: Certificated Personnel Salaries Family Engagement
1.4	Professional Development Foxboro Elementary provides ongoing, collaborative professional development to strengthen instructional practice, improve writing across the curriculum, and support student achievement. Professional development focused on high-quality instructional best practices, including scaffolding, differentiation, Universal Design for Learning (UDL), and explicit writing instruction across content areas. Grade-level teams regularly review, discuss, and refine essential standards, with an emphasis on writing expectations, academic language, and vertical alignment. Professional learning on district and statewide assessments (e.g., CAASPP, MAP, ESGI) to support data literacy, instructional planning, and targeted intervention. Monthly site-based staff meetings and professional development sessions focused on instructional	All students, plus a focus on SWD.	1000 LCAP 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	coherence, writing strategies, analysis of student work, and continuous improvement. District-provided professional development to ensure alignment with district initiatives, curriculum adoption, and instructional expectations. Intervention and special education professional development meetings to strengthen alignment between core instruction, intervention, and specialized academic instruction, particularly in writing and literacy. Professional learning focused on MTSS implementation and data-informed decision-making to support timely instructional adjustments and targeted supports. Ongoing training in technology integration to enhance writing instruction, support accessibility, and increase student engagement across content areas.		

Annual Review

SPSA Year Reviewed: 2024-25

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
By the end of the 2025-26 school year, CHKS, school climate survey data, and California Dashboard, will reflect 100% of Foxboro Students report feeling connected, supported, and known by at least one trusted adult on campus. Through intentional, developmentally appropriate, and culturally responsive SEL integration, we will proactively foster empathy as a foundational strategy—ensuring all students experience a safe, inclusive, and caring school environment where they are empowered to thrive emotionally, socially, and academically.

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	All students: Number of Students: 765 14.5% Chronically Absent Increase 3.2% Very Low Performance Level: Red Students with Disabilities Number of Students: 178 15.2% Chronically Absent Increased 0.5% Low Performance Level: Orange	All students will fall within the red band as measured on the CA Dashboard in Attendance Data with a goal of declining from 14.5% to 7% or less chronically absent in the 25-26 school year. SWD will students fall within the orange band as measured on the CA Dashboard in Attendance data with a goal in declining from 15.2% to 7% or less chronically absent in the 25-26 school year.
CA Dashboard Suspension Data	All Students: Number of Students: 786 0.3% suspended at least one day Decreased 0.3% High Performance Level: Green African American Number of Students: 52 3.8% suspended at least one day Increased 0.3%	All students will fall within the green band as measured on the CA Dashboard in Suspension Data with a goal of maintaining less than 1% of students suspended at least one day in the 25-26 school year. African American students will fall within the orange band as measured on the CA Dashboard in Suspension

	Low Performance Level: Orange	Data with a goal of declining from 3.8% to less than 1% of African American students suspended at least one day in the 25-26 school year.
California Healthy Kids Survey	All 5th Grade Students (24-25) Number of Students: 90 student 69/90 students self-reported feeling connected = 77% 70/90 students self-reported feeling part of the school =78% Overall School Connectedness: 73%	By the end of the 2025-26 school year, CHKS will reflect 100% of Foxboro Students self-reporting feeling connected on campus. By the end of the 2025-26 school year, CHKS will reflect 100% of Foxboro Students self-reporting feeling part of the school on campus. By the end of the 2025-26 school year, CHKS will reflect 100% of Foxboro Students self-reporting Overall Connectedness on campus.

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
2.1	Instruction Foxboro Elementary implements a comprehensive, schoolwide approach to social-emotional learning (SEL) aligned to MTSS and PBIS frameworks. Utilize the district-adopted SEL curriculum in all classrooms to explicitly teach skills related to self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Daily classroom greetings at the door and morning meetings in each classroom that include intentional SEL instruction, mindfulness practices, and community-building practices. DoDEA-funded SEL supports emphasize belonging and connection through intentional classroom practices, peer interactions, and relationship-centered routines that promote student engagement, belonging, connectedness, and inclusion. Mindfulness strategies (e.g., breathing exercises, grounding techniques, quiet reflection, and guided movement) are embedded into classroom routines to support emotional regulation, focus, and stress management. Calming Corners in every classroom to support emotional regulation and self-management. The Foxboro school garden and outdoor learning space are utilized to support SEL instruction	All students	6000 DoDEA Grant 5800: Professional/Consulting Services And Operating Expenditures Mindful Rising 1000 LCAP 5000-5999: Services And Other Operating Expenditures Playworks/Recess Activities 1000 DoDEA Grant 5800: Professional/Consulting Services And Operating Expenditures Student Leadership 1500 DoDEA Grant 4000-4999: Books And Supplies Jumpstart & Morning Meetings 2000 DoDEA Grant 4000-4999: Books And Supplies Calming Corners & Wellness Center 3000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	through hands-on learning, mindfulness, collaboration, and opportunities for students to build connection to peers, adults, and the school community. Schoolwide expectations—Respectful, Responsible, Safe, and Kind—explicitly taught, modeled, and reinforced across all school settings. Implementation of a schoolwide classroom management system to promote consistency and predictable routines. All staff trained in MTSS and PBIS to support a tiered, data-informed approach to student behavior and social-emotional development. All staff trained in the Playworks recess program to increase opportunities for safe, inclusive, and meaningful physical activity and positive peer interactions during recess. Student Leadership provides schoolwide instruction and assemblies focused on reinforcing schoolwide expectations and positive behavior. Foxboro Elementary participates in the No Excuses network, with a focus on high expectations, character development, and preparing students to be college and career ready. Each classroom is paired with a buddy classroom to participate in daily Jumpstart activities and weekly SEL lessons, fostering cross-grade relationships and a strong sense of belonging. SEL instruction and supports are regularly reviewed using schoolwide data (attendance, behavior trends, and MTSS data) to ensure responsiveness to student needs.		DoDEA Grant 5800: Professional/Consulting Services And Operating Expenditures Assemblies 2000 DoDEA Grant 5000-5999: Services And Other Operating Expenditures School Garden
2.2	Progress Monitoring Student attendance, discipline, counseling referrals, and intervention data are regularly monitored using districtwide systems such as Aeries and site-based tracking tools. Site leadership teams meet at least monthly to review schoolwide social-emotional data, identify trends, and develop action steps to address areas of need. Grade-level teams meet at least monthly to analyze classroom- and grade-level social-emotional data, monitor the effectiveness of SEL instruction and supports, and adjust practices as needed.	All students	1500 DoDEA Grant 5000-5999: Services And Other Operating Expenditures Attendance

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	MTSS and PBIS data (including office referrals, behavior incident reports, and Tier II/III referrals) are reviewed on an ongoing basis to ensure students receive timely and appropriate supports. Progress toward SEL goals is monitored through a combination of quantitative data (attendance and discipline trends) and qualitative data (teacher observations and student feedback).		
2.3	Intervention Foxboro Elementary provides a comprehensive, tiered system of social-emotional and behavioral interventions aligned to MTSS and PBIS frameworks, with targeted supports designed to strengthen belonging, connection, and student well-being, supported in part through DoDEA-funded initiatives. The School Wellness Center provides a safe, supportive space for students requiring immediate regulation support or short-term intervention, reinforcing emotional safety and connection. A multidisciplinary team—including classroom teachers, student support specialists, school social workers, instructional assistants, noon duty supervisors, and site administrators—collaborates to implement and monitor SEL and behavioral interventions. DoDEA-funded SEL supports are leveraged within Tier 2 and Tier 3 interventions to strengthen student belonging, peer connection, and adult relationships through small-group and individualized supports. Foxboro Elementary partners with the Anchored 4 Life program, which provides evidence-based resources and strategies to support student resilience, confidence, and problem-solving skills. Students are referred by staff, and the Foxboro Student Council facilitates monthly after-school small-group instruction focused on these skill areas. The School Social Worker provides targeted supports including social skills groups, Lunch Bunch, and need-based groups (e.g., grief, divorce, conflict management), based on student data and referrals. Behavior contracts and Check-In/Check-Out (CICO) systems are implemented for students who require additional behavioral support beyond the schoolwide classroom management system.	All students	4500 LCAP 1000-1999: Certificated Personnel Salaries PBIS/MTSS 500 DoDEA Grant 5800: Professional/Consulting Services And Operating Expenditures SEL Small Group - Tier 2 & Tier 3 Interventions 1000 DoDEA Grant 1000-1999: Certificated Personnel Salaries Parent Engagement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Through Response to Intervention (RTI), students identified as needing Tier 2 or Tier 3 social-emotional support receive push-in and/or pull-out individual or small-group instruction, aligned to identified areas of need. Leverage teams (including parent conferences, MTSS, SST, IEP, Section 504, grade-level, leadership, and staff meetings) are used to coordinate supports, monitor progress, and adjust interventions as needed. Parent education and partnership opportunities are provided to support families in reinforcing social-emotional skills and behavioral expectations at home.		
2.4	Professional Development Foxboro Elementary provides ongoing, job-embedded professional development to ensure staff are equipped to support students' social-emotional, behavioral, and academic needs. Professional development in Social Emotional Learning (SEL) provided by CAL-ISP and funded through DoDEA, supporting high-quality implementation of the district-adopted SEL curriculum and strengthening consistent SEL instruction across classrooms. Training in Positive Behavioral Interventions and Supports (PBIS) to promote consistent schoolwide expectations and proactive behavior practices. Ongoing professional learning in Multi-Tiered Systems of Support (MTSS) to strengthen staff capacity to identify student needs, implement tiered SEL supports, and monitor student progress using data. Non-Crisis Intervention and de-escalation training to support safe, proactive responses to student behavior and strengthen positive staff-student relationships. Participation in the No Excuses University framework to reinforce high expectations, character development, and student empowerment. Professional learning focused on trauma-responsive practices, including DoDEA-funded CAL-ISP training, to increase staff awareness and responsiveness to students impacted by adverse experiences. Monthly site-based staff meetings and professional development sessions to reflect on SEL practices,	All student	1000 LCAP 5800: Professional/Consulting Services And Operating Expenditures SEL Curriculum 2000 DoDEA Grant 5800: Professional/Consulting Services And Operating Expenditures PBIS/SEL/Staff Wellness Professional Development DoDEA Grant 5800: Professional/Consulting Services And Operating Expenditures CAL-ISP Professional Development

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	share strategies, and respond to emerging student needs. District-provided professional development to ensure alignment with district initiatives, expectations, and best practices related to SEL and student wellness.		
2.5		All students	

Annual Review

SPSA Year Reviewed: 2024-25

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

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	Communication: Foxboro Elementary implements consistent, inclusive, and intentional communication strategies to strengthen two-way communication, family engagement, and a welcoming school community. A weekly written update from the principal is shared with all school families to communicate schoolwide information, upcoming events, celebrations, and opportunities for family involvement. A weekly voice message from the principal is delivered to all families to reinforce key messages and increase accessibility for families who prefer audio communication. Classroom teachers provide weekly communication (e.g., email, newsletter, ParentSquare) to share instructional updates, classroom highlights, and upcoming learning opportunities.	All students.	District Funded 5000-5999: Services And Other Operating Expenditures Communication Tools 1500 LCAP 4000-4999: Books And Supplies Student Recognition Programs

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Ongoing two-way communication is maintained through ParentSquare by classroom teachers and site administration, with timely responses to family questions, concerns, and feedback. Communication is provided in multiple formats and languages, as needed, to ensure equitable access for all families. The Foxboro Elementary Facebook page and Instagram are regularly updated to highlight school activities, events, student achievements, and community celebrations. The school marquee is updated regularly to share important announcements, upcoming events, and positive school messaging. Coffee & Connections with Miss Andrews events are hosted monthly to provide families with informal opportunities to engage with school leadership, ask questions, share feedback, and build relationships in a welcoming environment. Character Champion Awards and Fabulous Fox Reports are used to recognize students who demonstrate schoolwide expectations and provide positive communication home. Staff members intentionally engage in positive outreach, including phone calls, emails, and notes home, to strengthen relationships and reinforce that families are valued partners. Family feedback opportunities (e.g., surveys, informal check-ins, and event feedback forms) are provided to gather input and inform schoolwide decision-making and continuous improvement. Offer family engagement events (e.g., curriculum nights, family workshops, and community events) designed to build relationships and foster a welcoming school environment. Communication will be inclusive, culturally responsive, and accessible to all families, including multilingual and diverse community members.		
3.2	Educational Partners & Stakeholders: Parent Teacher Association (PTA) School volunteers Watch D.O.G.S. (Dads of Great Students) School Site Council (SSC) English Learner Advisory Council (ELAC)	All students.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Community organizations and local partners After-school and enrichment program partners Families and caregivers as active partners in student learning District support staff and departments Mental health and wellness partners After-school and enrichment program partners		
3.3	Engagement & Activities Foxboro Elementary offers a wide range of engagement opportunities and activities designed to strengthen family connections, build community, and foster a positive school culture. PTA-Sponsored Activities including Back to School Bash, Kite Night and Ice Cream Social, Harvest Festival, Trunk or Treat, Holiday Week activities, Fun Run, Family Fun Night, Movie Nights, and more. Foxes Give Back service-learning initiatives such as the Festival of Trees, Play-Doh Drive for Shriners Children's Hospital, The Adopt-A-Grandparent Outreach, Holiday Food & Toy Drive, partnerships with the local SPCA, and Care Packages for the Air Force, promoting student leadership and community responsibility. Family Engagement Events including Math Night, Literacy Night, STEM Night, and other curriculum-focused events designed to support learning at home and strengthen school-family partnerships. School Spirit Days and Weeks such as Red Ribbon Week, Kindness Week, Mental Health Awareness Week, Cultural Friendship Celebration Night, College and Career Wednesdays, and Fox Family Fridays to promote belonging, school pride, and positive student identity.	All students.	500 DoDEA Grant 5000-5999: Services And Other Operating Expenditures Parent Engagement

Annual Review

SPSA Year Reviewed: 2024-25

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

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	Foxboro Elementary will plan and utilize site-allocated funds collaboratively with stakeholder groups to maximize the effectiveness of Basic Services, including staffing, instructional materials, professional development, technology, and facilities. Certificated and classified staff are appropriately assigned based on student needs, credentials, and areas of expertise to ensure effective instruction and support. Ongoing professional development is provided to certificated and classified staff—particularly new staff—focused on equity, inclusive practices, and the success of high-needs and unduplicated students. The site administrator, in collaboration with the district office, ensures that all students have access to appropriate, standards-aligned core instructional materials.		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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	The site administrator, in collaboration with the district office, provides supplementary instructional materials to support acceleration and progress toward grade-level standards, with a focus on unduplicated students. Certificated and classified staff are provided with up-to-date technology to support teaching, learning, and district operations, with an emphasis on accessibility, security, and effective integration. During the current year, all certificated staff devices were replaced to ensure reliable access to instructional technology. The site administrator, in collaboration with the district office, ensures that school facilities are clean, safe, well-maintained, and welcoming, supporting a positive learning environment for students, staff, and families.		Facilities/Classroom Improvements District Funded None Specified Campus Beautification

Annual Review

SPSA Year Reviewed: 2024-25

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

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

Annual Review

SPSA Year Reviewed: 2024-25

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	$58,500.00
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 ($)
DoDEA Grant	$22,500.00
LCAP	$36,000.00

Subtotal of state or local funds included for this school: $58,500.00

Total of federal, state, and/or local funds for this school: $58,500.00

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
DoDEA Grant	22,500.00
LCAP	36,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	33,000.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	15,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	DoDEA Grant	2,500.00
4000-4999: Books And Supplies	DoDEA Grant	3,500.00
5000-5999: Services And Other Operating Expenditures	DoDEA Grant	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	DoDEA Grant	12,500.00
1000-1999: Certificated Personnel Salaries	LCAP	30,500.00
4000-4999: Books And Supplies	LCAP	1,500.00
5000-5999: Services And Other Operating Expenditures	LCAP	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,500.00
Goal 2	27,000.00
Goal 3	2,000.00

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

5 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

N/A Secondary Students

Name of Members	Role
Kristyn Andrews	Principal
Ruby Mora	Other School Staff
Gabrielle Crummey-Smith	Classroom Teacher
Christina Valentine	Classroom Teacher
Breanna Rutledge	Classroom Teacher
Jaime Cipollone	Classroom Teacher
Jason Race	Classroom Teacher Parent or Community Member
Matt Gore	Parent or Community Member
Alma Herout	Parent or Community Member
Elena Drake	Parent or Community Member
Alitt Carvajal	Parent or Community Member
Bruce Smith	Parent or Community Member
Jody Dorroh	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 1/20/2026
SSC Chairperson, Gabrielle Crummey-Smith on 1/20/2026

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.
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.

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:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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/

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