

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Federal Terrace Elementary	48705816051445	5/27/25	August 6, 2025

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 Federal Terrace Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p><b>Schoolwide Program</b> The purpose of the SPSA is to coordinate all educational services at the school.</p>
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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 Federal Terrace Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The purpose of the SPSA is to coordinate all educational services at the school.

The purpose of the SPSA is to coordinate all educational services at the school. The Single Plan for Student Achievement is written to outline the Federal Terrace Elementary schoolwide program for the 2024-2025 school year. Federal Terrace has made it out of the Additional Targeted Support and Intervention status. The 2024-2025 plan focuses on implementing professional learning community strategies that support the needs of all learners. Our plan ensure that resources are used to address those learners with the biggest gaps in learning. We will remain focus on providing the greatest focus on improving the learning for students still in the most intensive learning levels.

The Federal Terrace plan is aligned to the requirements of ESSA and the VCUSD Local Control and Accountability Plan (LCAP). The school's goals and metrics are aligned to the goals and metrics outlined in the LCAP. In cooperation with site educational partners, a comprehensive needs assessment has been completed using multiple measures of information on students' academic achievement to identify areas of need for improvement to ensure all students are meeting state academic standards. The SPSA includes a description of the strategies that will be used to improve outcomes for all students and in particular identified student groups. Federal Terrace's SPSA will also identify how the school site is using their categorial funds to collaborate with families and the community, create safe engaging learning environments, and accelerate and enrich instruction to meet the needs of all students, particularly those currently at-risk of not meeting standards and or graduating.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

We Review the SPSA with our teachers at staff meetings as needed to develop goals, and review student achievement data. During the school year at SSC and ELAC meetings we will touch on how we are working toward site goals in the SPSA as written for the school year. Toward the end of the school year, as we anticipate funding, and updates needed to our SPSA with new DATA in mind, we begin conversations with our ELAC and SSC regarding our findings. We met with our parent groups on (SSC, and ELA) on April 16th 2025 to update the groups on progress in completing SPSA. Input from this meeting will assist to finalize the plan. We plan on bringing to the groups for final approval on May 28th 2025.

## 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 2024 California Dashboard indicator for Federal Terrace indicates that our English Learner Progress, ELA Overall, and Math overall were in the Red or Orange performance category. To address this, and the learning needs of our subgroups our SPSA will show a continued effort to provide collaboraiton time outside the duty day for teachers to collaborate, learn from one another, and adjust instruction based on data. Furthermore depending on district funding we intend to continue using our HeyTutors to focus on those students struggling with mastering foundational skills. We are using funds in a manner to positively increase parent engagement. Lastly, every attempt is going to be made to offer

culturally relevant experiences for our students in the form of assemblies, and or field trips. Moving forward we will also be seeking ways to add consultancy agreements with Solution Tree to fortify our PLC using data, data trackers, and standard based unit maps.

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.

The Dashboard indicators point out the fact that we are failing our African American students the most. Our African American sub group comprised of only 32 students for testing year 2024, is the only sub group in the red for both ELA and math. In math as a school we are in the orange range because our ELL students, our latino/a, socio-economically disadvantaged are all in the orange range. Improvements must be made for all students but we have to become overly focused on interventions, and first instruction of our African American students.

## **Other Needs**

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

At Federal Terrace, as directed by our district, have been monitoring gaps in foundational reading skills with data collected with district baseline assessment tools. With the introduction of our CORE coaching, our K-2 team has had laser like focus on foundational reading skills. Each teacher keeping data to inform collaboration topics, and instruction. We have also been tracking student NWEA data to asses our own teaching of math standards. especially. Fortunately for us our district provided Hey Tutors we were able to provide focused interventions. Our work is cut out for us for school years to come.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Federal Terrace Elementary. 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		
African American	21.64%	23.62%	27.63%	66	64	63
Asian	3.61%	2.58%	2.63%	11	7	6
Filipino	17.38%	15.13%	14.04%	53	41	32
Hispanic/Latino	49.51%	50.55%	47.37%	151	137	108
Pacific Islander	0.66%	0.74%	%	2	2	
White	4.59%	4.06%	4.39%	14	11	10
Two or More Races	1.97%	3.32%	3.95%	6	9	9
Not Reported	0.66%	%	%	2		
<b>Total Enrollment</b>				305	271	228

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Kindergarten	57	32	30
Grade 1	34	30	33
Grade 2	42	36	34
Grade 3	37	41	32
Grade 4	57	42	31
Grade 5	36	50	33
Grade 6	36	28	32
Grade 7	5		
Grade 8	1		
<b>Total Enrollment</b>	305	271	225

#### Conclusions based on this data:

1. Our single largest ethnic group is our Latino Group. This group is slightly above 50% of our population. This is the first time we have reached over 50%.

2. Our Asian population has doubled in percentage and actual numbers.

3. There was a minor growth in our White, and Filipino student groups.

# 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	102	90	79	33.4%	33.2%	34.6%
Fluent English Proficient (FEP)	32	24	18	10.5%	8.9%	7.9%
Reclassified Fluent English Proficient (RFEP)	23	15	9	18.4%	14.3%	10.2%

### Conclusions based on this data:

1. Current percentage of ELs attending our school has maintained for two year now.
2. New benchmarks were set for reclassification at the end of 2019-2020, and this lead to a decline in the number of students reclassified.
3. Attendance has gotten better but not to pre-Corvid numbers. We feel that attendance has also affected our Reclassification rate. As we focus on foundational reading skills the plan is to see RFEP numbers rise. This school year we also started a more focused approach to preparing ELL students for ELPAC testing.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59	31	40	57	31	37	57	31	37	96.6	100.0	92.5
Grade 4	42	51	35	39	49	35	39	49	35	92.9	96.1	100
Grade 5	48	36	44	46	35	42	46	35	42	95.8	97.2	95.5
Grade 6	35	34	26	29	34	24	28	34	24	82.9	100.0	92.3
Grade 7		4			4			4			100.0	
Grade 8		*			*			*				
All Grades	184	157	145	171	154	138	170	154	138	92.9	98.1	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2336.	2324.	2350.	5.26	3.23	8.11	12.28	6.45	13.51	15.79	29.03	16.22	66.67	61.29	62.16
Grade 4	2404.	2385.	2351.	2.56	12.24	0.00	25.64	10.20	14.29	17.95	14.29	8.57	53.85	63.27	77.14
Grade 5	2450.	2434.	2439.	13.04	5.71	9.52	23.91	17.14	23.81	17.39	28.57	11.90	45.65	48.57	54.76
Grade 6	2479.	2456.	2451.	10.71	2.94	0.00	10.71	14.71	20.83	42.86	32.35	20.83	35.71	50.00	58.33
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
All Grades	N/A	N/A	N/A	7.65	6.49	5.07	18.24	12.34	18.12	21.18	24.03	13.77	52.94	57.14	63.04

<b>Reading</b> Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.02	9.68	10.81	47.37	51.61	45.95	45.61	38.71	43.24
Grade 4	7.69	4.08	5.71	61.54	61.22	40.00	30.77	34.69	54.29
Grade 5	17.39	11.43	11.90	54.35	51.43	57.14	28.26	37.14	30.95
Grade 6	*	5.88	*	*	50.00	*	*	44.12	*
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades	11.76	7.79	7.97	52.35	54.55	50.00	35.88	37.66	42.03

<b>Writing</b> Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	0.00	0.00	31.58	25.81	44.44	68.42	74.19	55.56
Grade 4	0.00	4.08	2.86	53.85	24.49	28.57	46.15	71.43	68.57
Grade 5	10.87	2.86	4.76	45.65	45.71	45.24	43.48	51.43	50.00
Grade 6	*	2.94	*	*	44.12	*	*	52.94	*
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades	2.94	2.60	2.19	42.94	33.12	40.88	54.12	64.29	56.93

<b>Listening</b> Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	3.23	10.81	63.16	61.29	54.05	36.84	35.48	35.14
Grade 4	7.69	12.24	2.86	69.23	63.27	68.57	23.08	24.49	28.57
Grade 5	8.70	5.71	4.76	67.39	65.71	73.81	23.91	28.57	21.43
Grade 6	*	0.00	*	*	73.53	*	*	26.47	*
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades	5.88	5.84	5.07	67.65	66.23	67.39	26.47	27.92	27.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.51	0.00	13.51	45.61	45.16	45.95	50.88	54.84	40.54
Grade 4	5.13	14.29	2.86	69.23	59.18	57.14	25.64	26.53	40.00
Grade 5	10.87	11.43	7.14	56.52	65.71	52.38	32.61	22.86	40.48
Grade 6	*	5.88	*	*	64.71	*	*	29.41	*
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades	7.06	8.44	7.97	58.82	58.44	53.62	34.12	33.12	38.41

**Conclusions based on this data:**

1. There does not seem to be a consistent pattern of growth in reading. With the focus so highly on foundational skills in school year 2023-2024, I wonder if that affected our rise in students performing at below standard in reading.
2. An area of much needed growth for Federal Terrace is in the area of investigating, analyzing and presenting information.
3. Our upper grades in general have not returned to pre-Covid levels of achievement. As reflected in our writing scores, writing is and are that we must focus on.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59	31	40	57	31	40	57	31	40	96.6	100.0	100
Grade 4	42	51	35	39	50	35	39	50	35	92.9	98.0	100
Grade 5	48	36	44	46	35	44	46	35	44	95.8	97.2	100
Grade 6	35	34	26	30	34	25	29	34	25	85.7	100.0	96.2
Grade 7		4			4			4			100.0	
Grade 8		*			*			*				
All Grades	184	157	145	172	155	144	171	155	144	93.5	98.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2366.	2346.	2387.	8.77	6.45	5.00	14.04	9.68	20.00	24.56	22.58	25.00	52.63	61.29	50.00
Grade 4	2416.	2419.	2388.	7.69	8.00	2.86	10.26	14.00	14.29	25.64	34.00	22.86	56.41	44.00	60.00
Grade 5	2449.	2443.	2451.	10.87	8.57	6.82	10.87	11.43	15.91	28.26	20.00	27.27	50.00	60.00	50.00
Grade 6	2484.	2436.	2454.	6.90	0.00	8.00	13.79	11.76	12.00	31.03	23.53	24.00	48.28	64.71	56.00
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11															
All Grades	N/A	N/A	N/A	8.77	5.81	5.56	12.28	11.61	15.97	26.90	26.45	25.00	52.05	56.13	53.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.54	0.00	10.00	31.58	54.84	47.50	50.88	45.16	42.50
Grade 4	10.26	8.00	2.86	41.03	48.00	25.71	48.72	44.00	71.43
Grade 5	15.22	8.57	4.55	32.61	37.14	52.27	52.17	54.29	43.18
Grade 6	*	2.94	*	*	35.29	*	*	61.76	*
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11									
All Grades	12.87	5.16	6.25	38.60	44.52	40.97	48.54	50.32	52.78

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.28	9.68	12.50	36.84	35.48	30.00	50.88	54.84	57.50
Grade 4	2.56	6.00	11.43	51.28	50.00	31.43	46.15	44.00	57.14
Grade 5	8.70	8.57	4.55	43.48	45.71	47.73	47.83	45.71	47.73
Grade 6	*	2.94	*	*	44.12	*	*	52.94	*
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades	7.60	6.45	8.33	46.78	46.45	37.50	45.61	47.10	54.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.79	6.45	10.00	42.11	38.71	55.00	42.11	54.84	35.00
Grade 4	7.69	8.00	5.71	51.28	44.00	48.57	41.03	48.00	45.71
Grade 5	4.35	2.86	6.82	60.87	48.57	54.55	34.78	48.57	38.64
Grade 6	*	0.00	*	*	55.88	*	*	44.12	*
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades	8.77	4.52	7.64	52.05	45.81	54.86	39.18	49.68	37.50

**Conclusions based on this data:**

1. There is an opportunity for growth in the meets and exceeded in math for Federal Terrace Overall. 2024 saw our six grade go from 0% in the exceeded range, to an 8% growth.
2. 3rd, 5th, and 6th grade all decreased the % of students in the below standard range.
3. We had a stable 4th grade teacher this school year. There is an opportunity for growth in 4th grade.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1408.1	1330.8	1339.8	1427.3	1338.0	1346.9	1362.8	1313.7	1323.5	15	18	12
<b>1</b>	1435.5	1379.9	1392.2	1465.5	1397.7	1391.1	1405.3	1361.4	1392.7	12	11	14
<b>2</b>	*	1447.8	*	*	1473.3	*	*	1422.1	*	9	11	10
<b>3</b>	1458.5	*	1441.8	1457.3	*	1437.4	1459.3	*	1445.5	20	10	13
<b>4</b>	1507.4	1489.9	*	1525.9	1508.0	*	1488.5	1471.2	*	14	19	10
<b>5</b>	*	1504.3	1506.1	*	1517.8	1502.5	*	1490.3	1508.9	9	13	19
<b>6</b>	*	*	*	*	*	*	*	*	*	8	8	10
<b>All Grades</b>										87	92	88

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	20.00	0.00	0.00	13.33	22.22	16.67	40.00	33.33	25.00	26.67	44.44	58.33	15	18	12
<b>1</b>	16.67	0.00	0.00	8.33	0.00	7.14	33.33	54.55	42.86	41.67	45.45	50.00	12	11	14
<b>2</b>	*	9.09	*	*	18.18	*	*	45.45	*	*	27.27	*	*	11	*
<b>3</b>	0.00	*	0.00	26.32	*	7.69	47.37	*	46.15	26.32	*	46.15	19	*	13
<b>4</b>	14.29	0.00	*	57.14	47.37	*	21.43	31.58	*	7.14	21.05	*	14	19	*
<b>5</b>	*	0.00	10.53	*	53.85	36.84	*	30.77	36.84	*	15.38	15.79	*	13	19
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	11.63	5.43	3.41	30.23	28.26	21.59	40.70	39.13	35.23	17.44	27.17	39.77	86	92	88

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	20.00	0.00	0.00	20.00	16.67	16.67	40.00	44.44	25.00	20.00	38.89	58.33	15	18	12
<b>1</b>	25.00	0.00	0.00	33.33	0.00	7.14	41.67	63.64	50.00	0.00	36.36	42.86	12	11	14
<b>2</b>	*	18.18	*	*	36.36	*	*	36.36	*	*	9.09	*	*	11	*
<b>3</b>	5.26	*	0.00	42.11	*	38.46	26.32	*	23.08	26.32	*	38.46	19	*	13
<b>4</b>	28.57	42.11	*	64.29	31.58	*	0.00	15.79	*	7.14	10.53	*	14	19	*
<b>5</b>	*	46.15	36.84	*	30.77	36.84	*	15.38	15.79	*	7.69	10.53	*	13	19
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	19.77	27.17	13.64	46.51	26.09	25.00	23.26	28.26	31.82	10.47	18.48	29.55	86	92	88

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	15.38	0.00	0.00	7.69	22.22	8.33	46.15	22.22	58.33	30.77	55.56	33.33	13	18	12
<b>1</b>	*	0.00	0.00	*	0.00	14.29	*	9.09	28.57	*	90.91	57.14	*	11	14
<b>2</b>	7.14	0.00	*	28.57	36.36	*	35.71	9.09	*	28.57	54.55	*	14	11	*
<b>3</b>	7.14	*	0.00	7.14	*	7.69	21.43	*	15.38	64.29	*	76.92	14	*	13
<b>4</b>	0.00	0.00	*	18.18	5.26	*	27.27	47.37	*	54.55	47.37	*	11	19	*
<b>5</b>	*	0.00	10.53	*	15.38	21.05	*	30.77	31.58	*	53.85	36.84	*	13	19
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	5.81	2.17	2.27	11.63	15.22	13.64	33.72	23.91	35.23	48.84	58.70	48.86	86	92	88

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	20.00	5.56	0.00	60.00	55.56	50.00	20.00	38.89	50.00	15	18	12
<b>1</b>	50.00	0.00	7.14	50.00	72.73	50.00	0.00	27.27	42.86	12	11	14
<b>2</b>	*	27.27	*	*	72.73	*	*	0.00	*	*	11	*
<b>3</b>	10.53	*	7.69	63.16	*	53.85	26.32	*	38.46	19	*	13
<b>4</b>	50.00	47.37	*	42.86	42.11	*	7.14	10.53	*	14	19	*
<b>5</b>	*	15.38	15.79	*	61.54	78.95	*	23.08	5.26	*	13	19
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	25.58	19.57	10.23	62.79	59.78	62.50	11.63	20.65	27.27	86	92	88

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	26.67	0.00	0.00	40.00	44.44	33.33	33.33	55.56	66.67	15	18	12
<b>1</b>	8.33	0.00	0.00	75.00	36.36	50.00	16.67	63.64	50.00	12	11	14
<b>2</b>	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
<b>3</b>	21.05	*	0.00	52.63	*	61.54	26.32	*	38.46	19	*	13
<b>4</b>	50.00	47.37	*	42.86	42.11	*	7.14	10.53	*	14	19	*
<b>5</b>	*	61.54	47.37	*	30.77	36.84	*	7.69	15.79	*	13	19
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	40.70	36.96	17.05	43.02	38.04	47.73	16.28	25.00	35.23	86	92	88

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	5.56	0.00	80.00	50.00	58.33	20.00	44.44	41.67	15	18	12
<b>1</b>	16.67	0.00	0.00	25.00	9.09	50.00	58.33	90.91	50.00	12	11	14
<b>2</b>	*	9.09	*	*	36.36	*	*	54.55	*	*	11	*
<b>3</b>	0.00	*	0.00	31.58	*	15.38	68.42	*	84.62	19	*	13
<b>4</b>	7.14	0.00	*	50.00	36.84	*	42.86	63.16	*	14	19	*
<b>5</b>	*	0.00	15.79	*	46.15	47.37	*	53.85	36.84	*	13	19
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	5.81	6.52	3.41	47.67	32.61	42.05	46.51	60.87	54.55	86	92	88

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	20.00	16.67	0.00	33.33	33.33	58.33	46.67	50.00	41.67	15	18	12
<b>1</b>	16.67	0.00	7.14	16.67	45.45	35.71	66.67	54.55	57.14	12	11	14
<b>2</b>	*	9.09	*	*	45.45	*	*	45.45	*	*	11	*
<b>3</b>	0.00	*	0.00	52.63	*	38.46	47.37	*	61.54	19	*	13
<b>4</b>	7.14	0.00	*	64.29	63.16	*	28.57	36.84	*	14	19	*
<b>5</b>	*	0.00	5.26	*	46.15	57.89	*	53.85	36.84	*	13	19
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	9.30	6.52	3.41	51.16	48.91	50.00	39.53	44.57	46.59	86	92	88

**Conclusions based on this data:**

1. In the reading domain we had a big increase in the number of ELL student in the Beginning range. While there was a slight decrease into 2024. I wonder how our focus on foundational literacy will play out in 2025.

2. We have growth to make in all areas. As this is language acquisition we can focus on speaking to begin with. This will give us cause to continue with our work in increasing strategic student involvement.
3. Data for growth from the first assessment to the 3rd has many gaps. As a site we are wondering if overall poor attendance for EL students affected this outcome. There seemed to be a drop off of the percentage of students performing at the top level in each category.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
271	86%	33.2%	0.0%
Total Number of Students enrolled in Federal Terrace Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	90	33.2%
Foster Youth	0	0.0%
Homeless	2	0.7%
Socioeconomically Disadvantaged	233	86%
Students with Disabilities	48	17.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	64	23.6%
American Indian	0	0.0%
Asian	7	2.6%
Filipino	41	15.1%
Hispanic	137	50.6%
Two or More Races	9	3.3%
Pacific Islander	2	0.7%
White	11	4.1%

### Conclusions based on this data:

1. Our Latino population continues to steadily grow. This year marks the first time this group is over 50% of our student population.

2. This year we are slightly down Multi-Language learner students, last year we were at 102 this year we are at just 90.
3. Based on the Latino Growth, we need to begin looking at how to engage those families in the learning. As this population grows we have to make a concerted effort to get them involved.

# 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."



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. As a school site we are not at all reds. We have a couple of yellow, and orange.
2. Chronic absenteeism is a concern for Federal Terrace. Even outside of the absenteeism caused by returning with Covid, we suffer from high rates of chronic absenteeism. Our chronic absenteeism is higher than the state.

3. Suspension rate, and referral rates were at an all time low. Data needs to be collected around the possible affects that tier 1, and tier 2 interventions could have had on these low numbers. Our medium suspension rate is much better than the state.

# School and Student Performance Data

## Academic Performance English Language Arts

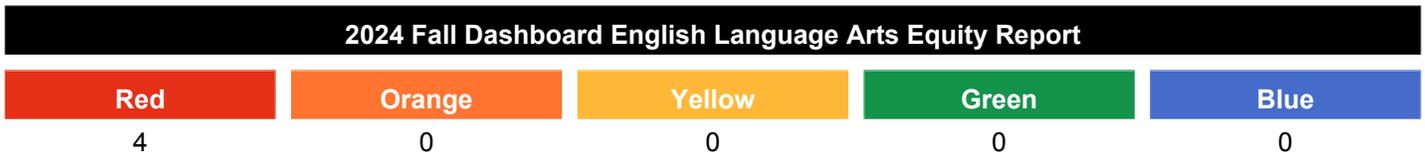
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>80.1 points below standard</p> <p>Declined 5.4 points</p> <p>145 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>102.3 points below standard</p> <p>Declined 14.7 points</p> <p>61 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>90.2 points below standard</p> <p>Declined 4.6 points</p> <p>128 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>91.2 points below standard</p> <p>Declined 6.4 points</p> <p>27 Students</p>	<p><b>African American</b></p> <p> Red</p> <p>103.5 points below standard</p> <p>Declined 5.3 points</p> <p>32 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>14.7 points below standard</p> <p>Increased 10.6 points</p> <p>27 Students</p>	<p><b>Hispanic</b></p> <p> Red</p> <p>104.0 points below standard</p> <p>Declined 10.9 points</p> <p>73 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>

**Conclusions based on this data:**

1. We have work to do in ELA. We are red in every significant sub-group.
2. Our AA sub group is further from the standard than our Latino group.
3. Our AA sub group is definitely the group with the most disproportionality. We will have to look at what Tier II and tier III interventions are offered.

# School and Student Performance Data

## Academic Performance Mathematics

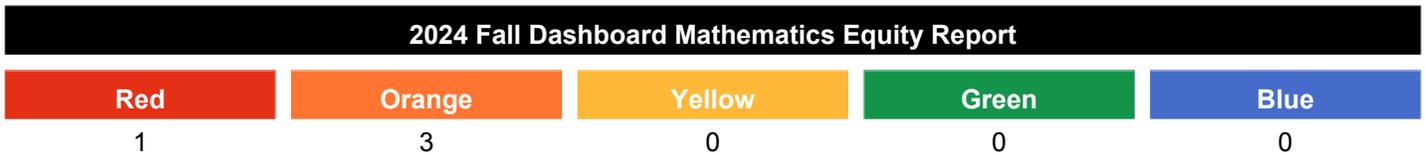
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>78.3 points below standard</p> <p>Maintained 0.6 points</p> <p>148 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>88.8 points below standard</p> <p>Declined 8.3 points</p> <p>64 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>82.9 points below standard</p> <p>Maintained 1.8 points</p> <p>129 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>120.3 points below standard</p> <p>Maintained 0.9 points</p> <p>27 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>123.9 points below standard</p> <p>Maintained 1.3 points</p> <p>32 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>33.1 points below standard</p> <p>Declined 10.4 points</p> <p>27 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>88.3 points below standard</p> <p>Maintained 2.5 points</p> <p>76 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>

**Conclusions based on this data:**

1. Although still in the low range our African American and ELL and Socioeconomically disadvantaged students did better on the math portion of CASSPP than on the ELA. Our NWEA data also suggests that at 5th grade and 6th grade our students performed better in math over ELA.
2. Math overall is a strength for Federal Terrace. Our focus has been on getting all students to be fluid with numbers. Our data suggests that our African American students are not being as successful as our other significant sub groups.
3. We will have to take a deeper look at what Tler I and Tler II interventions we are currently providing for our African American students. They are continue to be furthest from the standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 29.9% making progress. Number Students: 67 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 3 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 28.4%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 41.8%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 28.4%

### Conclusions based on this data:

1. More intentional work will have to be done on our part to understand how ELL students are assessed using the ELPAC. Many staff members are not clear on what and how students are assessed.
2. We will have to take a closer look at those students who decreased on ELPI level. We have to be strategic about ELD interventions they might need.
3. We will have to identify more intentionally who the students are, and which ELPI level they are in. As teachers monitor for growth in other curricular areas, they will be able to gauge how well they are maintaining ELL performance progress overall.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p>38.3% Chronically Absent</p> <p>Declined 11.4</p> <p>282 Students</p>	<p><b>English Learners</b></p>  Orange <p>27.6% Chronically Absent</p> <p>Declined 18.3</p> <p>98 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>0 Students</p>	<p><b>Homeless</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p>39.4% Chronically Absent</p> <p>Declined 10.9</p> <p>251 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>43.6% Chronically Absent</p> <p>Declined 11.7</p> <p>55 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>47.8% Chronically Absent</p> <p>Declined 12.4</p> <p>69 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>Orange</p> <p>32.6% Chronically Absent</p> <p>Declined 7.8</p> <p>43 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>32.6% Chronically Absent</p> <p>Declined 13.7</p> <p>138 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>58.3% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>36.4% Chronically Absent</p> <p>Declined 27.9</p> <p>11 Students</p>

**Conclusions based on this data:**

1. Our chronic absenteeism is a problem for all of our sub groups. While that shows a decrease over two years ago, it is still significantly high. We do not have a sub group in the Red!
2. Looking at this data makes our academic data make sense. The higher the absentee rate the further away from grade level standard.
3. Our African American students have the largest percentage of students who are chronically absent. This is significant because we only have 73 students in that sub group.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2024 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. N/A
2. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

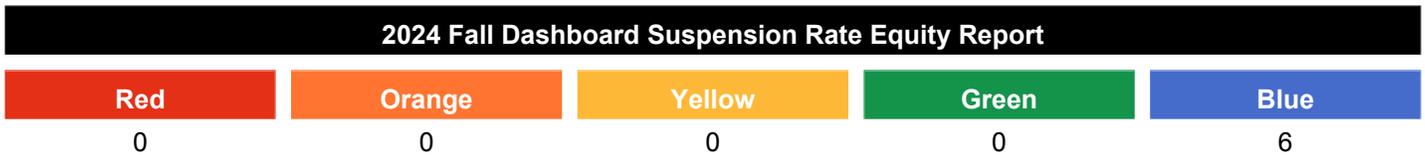
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 2%</p> <p>310 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.9%</p> <p>109 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 2.3%</p> <p>275 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 4.4%</p> <p>57 Students</p>	<p><b>African American</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 6.2%</p> <p>76 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>43 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0.6% suspended at least one day</p> <p>Declined 1.2%</p> <p>158 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>

**Conclusions based on this data:**

1. Our largest sub group, Socioeconomic disadvantaged and our Filipino students are in the blue!
2. While still in the blue, our African American population is who I suspended most.
3. As a school we have better data than the state in in area. Our suspensions are down. This is testament to our SEL programs, and use of auxiliary staff, such as ASP and MHSP..

# 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.

#### **Vibrant Culture of Teaching and Learning (VCUSD Pillar 3)**

Our goal at Federal Terrace is vision to become a highly effective Professional Learning Community of educators who work in ongoing, never ending recurring cycles of inquiry where we, take collective responsibility for the learning of all students , guarantee that essential standards are taught and learned use formative assessment data to inform our practice, and guide our decisions to ensure that every student is learning at high levels - standard by standard. Through this work we will continually work to ensure equitable outcomes for all students.

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

LCAP goal to which this school goal is aligned.

Through a vibrant Culture of Teaching and Learning grounded in equitable opportunities and equitable outcomes Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

### 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.

We will set aside funds to have our teachers trained around district initiatives, and PL goals. Our teachers should be allowed to travel to and attend trainings, and conferences so that they are prepared to teach our students. In the spirit of ensuring that our teacher are highly effective in the classroom we will set aside funds for outside the duty day collaboration, as well as paying for substitutes for teachers to collaborate during the duty day. Lastly, our site design team member who are in charge of guiding the collective effort of moving our school forward should be compensated for their time outside the duty day.

### 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
<p>Distance Points From Standard in English Language Arts (ELA)</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-African American</li> <li>-English Learners</li> <li>-Hispanic</li> <li>-Socioeconomically Disadvantaged</li> </ul> <p>Distance Points From Standard in Math</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-African American</li> </ul> <p>Source: CA School Dashboard, English Language Arts (ELA), Mathematics</p>	<p>Distance Points From Standard in English Language Arts (ELA)</p> <ul style="list-style-type: none"> <li>-All Students -80.1</li> <li>-African American -103.5</li> <li>-English Learners -102.3</li> <li>-Hispanic -104</li> <li>-Socioeconomically Disadvantaged -90.2</li> </ul> <p>Distance Points From Standard in Math</p> <ul style="list-style-type: none"> <li>-All Students -78.3</li> <li>-African American -123.9</li> </ul> <p>School Year 2023-2024</p>	<p>Distance Points From Standard in English Language Arts (ELA)</p> <ul style="list-style-type: none"> <li>-All Students -77.1</li> <li>-African American -100.5</li> <li>-English Learners -99.3</li> <li>-Hispanic -101</li> <li>-Socioeconomically Disadvantaged -87.2</li> </ul> <p>Distance Points From Standard in Math</p> <ul style="list-style-type: none"> <li>-All Students -75.3</li> <li>-African American -120.9</li> </ul> <p>School Year 2024-2025</p>
<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-African American</li> <li>-English Learners</li> <li>-Hispanic</li> <li>-Socioeconomically Disadvantaged</li> </ul> <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-African American</li> </ul> <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students</li> </ul> <p>Source: DataQuest, CAASPP Test Results</p>	<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 23.9%</li> <li>-African American 12.51%</li> <li>-English Learners 8.7%</li> <li>-Hispanic 14.29%</li> <li>-Socioeconomically Disadvantaged 20.5%</li> </ul> <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 21.53%</li> <li>-African American 6.25%</li> </ul> <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 13.95%</li> </ul> <p>School Year 2023-2024</p>	<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 26.9%</li> <li>-African American 15.51%</li> <li>-English Learners 11.7%</li> <li>-Hispanic 17.29%</li> <li>-Socioeconomically Disadvantaged 23.5%</li> </ul> <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 23.53%</li> <li>-African American 9.25%</li> </ul> <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 16.95%</li> </ul> <p>School Year 2024-2025</p>
<p>% NWEA Projected Proficiency Reading</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-African American</li> <li>-English Learners</li> <li>-Hispanic</li> <li>-Socioeconomically Disadvantaged</li> </ul> <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-African American</li> </ul> <p>Source: Student Analytics Lab, Target Goals Dashboard</p>	<p>% NWEA Projected Proficiency Reading</p> <ul style="list-style-type: none"> <li>-All Students 16%</li> <li>-African American 13.5%</li> <li>-English Learners 2.56%</li> <li>-Hispanic 8.62%</li> <li>-Socioeconomically Disadvantaged 13.9%</li> </ul> <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> <li>-All Students 17.6%</li> <li>-African American 16.2%</li> </ul> <p>Midyear Assessment, School Year 2024-2025</p>	<p>% NWEA Projected Proficiency Reading</p> <ul style="list-style-type: none"> <li>-All Students 19%</li> <li>-African American 16.5%</li> <li>-English Learners 5.56%</li> <li>-Hispanic 11.62%</li> <li>-Socioeconomically Disadvantaged 16.9%</li> </ul> <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> <li>-All Students 20.6%</li> <li>-African American 19.2%</li> </ul> <p>Midyear Assessment, School Year 2025-2026</p>
<p>% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p>	<p>30.43% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p>	<p>35% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p>

% of Kindergarten students that score P on assessments A	92.31% of Kindergarten students that score P on assessments A	95% of Kindergarten students that score P on assessments A
% of Kindergarten students that score P on assessments B	84.62% of Kindergarten students that score P on assessments B	87% of Kindergarten students that score P on assessments B
% of Kindergarten students that score P on assessments C	76.92% of Kindergarten students that score P on assessments C	79% of Kindergarten students that score P on assessments C
% of Kindergarten students that score P on assessments D	38.46% of Kindergarten students that score P on assessments D	41% of Kindergarten students that score P on assessments D
% of 1st graders that score P in 1st grade fluency passage	43.28% of 1st graders that score P in 1st grade fluency passage	46% of 1st graders that score P in 1st grade fluency passage
% of 2nd graders that score P 2nd grade fluency passage	33.33% of 2nd graders that score P 2nd grade fluency passage	36% of 2nd graders that score P 2nd grade fluency passage
Source: CORE data from ESGI	Midyear Assessment, School Year 2024-2025	Midyear Assessment, School Year 2025-2026
Our African American Projected Proficiency on NWEA Math will increase at least 5% points BOY - EOY	2.6%	8%
Our African American Projected Proficiency on NWEA ELA will grow 5 % points BOY - EOY	7.7	12.7
The Latino Student Projected proficiency for NWEA math will increase at least 5% BOY - EOY	14.5	19.5
Latino student projected proficiency for NWEA ELA will increase at least 5% BOY - BOY	13.5	18.5
The percent of student meeting or exceeding the standards in math and ELA will increase 5 percentage points on our overall scores.	MATH - 17.42 ELA - 18.8%	MATH 22.5 ELA - 23.8%
Our ALL students distance from standard in ELA and Math will both increase by 9 points from the actual outcomes.	ELA - 74.7 Math - 77.7	ELA - 65.7 Math - 68.7
We will increase the percentage of Kindergarten students who can blend CVC words as measured by the CORE inventory E.	82%	90%
We will increase in the percentage of 1st, and 2nd graders meeting district fluency targets, as measured by end of the year grade level district fluency reading passages.	1st Grade 50% 2nd Grade 16%	1st Grade 60% 2nd Grade 25%

## 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	We will budget funds for teachers to travel and attend conferences; pay for hotel stay, milage and other reimbursements, to effectively implement	ALL	4700.00 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	intervention strategies and use data to inform instruction.		
1.2	We will tailor teaching methods and materials to meet the diverse needs of learners within the classroom. We will budget funds to purchase instructional teaching supports such as but not limited to professional trade books to enhance the teaching of writing, mobile white boards, trade books, decodable books, Magnet Letters, magnadoodle boards, wipe books for gallery walks.	ALL , with an focus on Tier II and Tier III instruction	3000. LCAP  Curriculum Enrichment 1777
1.3	In tailoring teaching methods to meet the needs of diverse learners we will set aside funds to purchase technology, this can include but not limited to replacing document cameras with blue tooth cameras, staff laptops, at least one color printers for teacher use, and any other needed replacements, for existing student technology, or repairs needed.	ALL	2000. Title I  Title I supports new supplemental classroom technology
1.4	To support continued growth in math achievement and sustain instructional momentum, we propose working with Solution Tree math consultant Scott Curran for three targeted sessions during the 2025–2026 school year. Over the past two years, Mr. Curran’s coaching has helped our staff strengthen PLC structures, improve data-informed instruction, and reduce the number of students performing in the lowest percentile bands.	all	15200.00 LCAP  1777 Curriculum Enrichment
1.5	Investing in our site leadership team is a strategic decision to ensure the effective implementation of our LCAP goals. By compensating these leaders appropriately, we recognize their vital role in driving school success, fostering a positive educational environment, and ultimately enhancing student achievement. This investment is essential for sustaining high-performing schools and achieving our district’s vision of excellence for all students.  2000. Will be used for Substitutes 3700. ESAs	ALL	5700.00 LCAP  Site Design Team 1757
1.6	We will use funds to pay for teachers to collaborate and to provide substitutes during the duty day as a strategic investment in our educators and students. This approach enhances instructional quality, fosters a collaborative professional culture, supports data-driven decision-making, and ultimately leads to improved student outcomes. It reflects our commitment to continuous improvement and equity, ensuring that every teacher has the resources and support needed to provide the best possible education for our students.  \$1, 470 for Substitutes \$350 for outside of duty day collaboration for grade level teams	ALL	1820.0 LCAP  Collaboration 1726

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.7	Instructional supplies, including but not just limited to paper, are essential for preparing instructional materials that support student engagement and access to content. These resources help ensure all students, especially those needing additional support, receive the tools necessary for academic success, and access to content enrichment activities.	All	2650 LCAP  1777 Curriculum Enrichment
1.8	To support our continued grow in writing. and to sustain our work with CORE we propose to work with our CORE consultant for four extra days on Professional learning around writing.	all	18,000. Title I
1.9	We will set aside Title 1 funds to have subs come to our site to cover class so that teachers may meet in ther grade level teams to plan, analyze data, meet for coaching with our outside coaches, and our TL.	All	5000.00 Title I
1.10	<p>To provide equitable access to high-quality learning materials. Title I funds will be used to purchase instructional supplies that directly support standards-based teaching and learning in the classroom. These supplies include, but are not limited to, leveled readers, manipulatives, writing materials, visual aids, and other hands-on resources that enhance student engagement and improve academic outcomes.</p> <p>Providing these materials allows teachers to differentiate instruction and meet the diverse needs of our student population, including English Learners, students with disabilities, and those performing below grade level.</p>	All	3745.12 Title I
1.11	<p>Title I funds will be used to support professional dues and memberships for staff in organizations that provide high-quality, research-based resources, professional development, and instructional support. These memberships are essential for staying current with best practices in teaching.</p> <p>Access to these professional organizations enables staff to participate in webinars, conferences, and collaborative learning networks that inform and enhance instructional planning, assessment practices, and data-driven decision-making.</p>	all	300. Title I

## 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.

The implementation of this goal require that we plan for and provide opportunities for our teachers to learn about our IXL program and get better at using online web based programs, or other PL teacher might agree they need. This is going to happen by contracting with outside vendors for training. Teachers might also have outside interests that support student learning. When this is the case they should be allowed to travel to, and attend conferences. Enrichment opportunities for students will be planned by classroom teachers. The field trips or assemblies will be related to grade level content, or standards.

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

Our goal is in alignment with expected expenditures.

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

As the goal in this area is around enrichment possibilities we intend on continuing as our stakeholders advise, and are in agreement around.

# 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.

#### Safe and Supportive Learning Environments

Our mission is to have all students learning at high levels. We will provide equitable opportunities through responsive MTSS strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety wellness, staffing, additional services for targeted students groups, student enrichment activities, and student attendance.

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

LCAP goal to which this school goal is aligned.

Safe and Supportive Learning Environments Pillar 2.

### 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.

Our students need stronger reading fluency skills so they can better access and understand grade-level content in all subject areas. Currently, many of them are reading below grade level, which makes it harder for them to fully engage with complex texts and the academic language used in class. Helping students build their fluency — including accuracy, speed, and expression — will give them the tools they need to improve comprehension and grow as learners across the curriculum.

### 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
% of Students chronically absent- CA School Dashboard -All Students	% of Students chronically absent- CA School Dashboard -All Students 38.3%	% of Students chronically absent- CA School Dashboard -All Students 35.3%
% of Students chronically absent- Student Analytics Lab -All Students  Source: CA School Dashboard, Student Analytics Lab	School Year 2023-2024  % of Students chronically absent- Student Analytics Lab -All Students 36%  Trimester 2, School Year 2024-2025	School Year 2024-2025  % of Students chronically absent- Student Analytics Lab -All Students 33%  Trimester 2, School Year 2025-2026
% Average daily attendance -All Students  Source: Student Analytics Lab	% Average daily attendance -All Students 90.89%  Trimester 2, School Year 2024-2025	% Average daily attendance -All Students 93.89%  Trimester 2, School Year 2025-2026
Student expulsion rates  Source: DataQuest Expulsion and Suspension Rate	Student expulsion rate 0%  School Year 2023-2024	Student expulsion rate 0%  School Year 2024-2025

<p>% of students suspended once or more- CA Dashboard, Suspensions -All Students</p> <p>% Students suspended- Student Analytics Lab -All Students</p>	<p>% of students suspended once or more -All Students 0.3% School Year 2023-2024</p> <p>% Students suspended- Student Analytics Lab -All Students 4% Trimester 2, School Year 2024-2025</p>	<p>% of students suspended once or more -All Students 0.3% School Year 2024-2025</p> <p>% Students suspended- Student Analytics Lab -All Students 4% Trimester 2, School Year 2025-2026</p>
<p>% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.</p> <p>Source: California Healthy Kids Survey</p>	<p>% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.</p> <p>School Year 2023-2024</p>	<p>% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.</p> <p>School Year 2024-2025</p>
<p>% of SST Interventions</p> <p>Source: AERIES Intervention Dashboard</p>	<p>21.1% of SST Interventions</p> <p>Trimester 2, School Year 2024-2025</p>	<p>25% of SST Interventions</p> <p>Trimester 2, School Year 2025-2026</p>
<p>"Classroom Instructional Climate" score from: Kimochis</p> <p>Source: Kimochi's</p>	<p>"Classroom Instructional Climate" score from: Kimochis</p> <p>Quarter 3, School Year 2023-2024</p>	<p>"Classroom Instructional Climate" score from: Kimochis</p> <p>Quarter 3, School Year 2024-2025</p>
<p>% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey</p> <p>Source: Panorama</p>	<p>41% of 3rd to 5th grade and 50% 6th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey</p> <p>Quarter 3, School Year 2024-2025</p>	<p>45% of 3rd to 5th grade and 55% 6th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey</p> <p>Quarter 3, School Year 2025-2026</p>
<p>Average Daly attendance Student Analytics Lab Dashboard - Daily Attendance</p>	<p>90%</p>	<p>92%</p>
<p>Percent of students suspended once or more Student Analytics Lab Dashboard - Suspensions</p>	<p>4%</p>	<p>4%</p>
<p>Chronically absent students Student Analytics Lab Dashboard - Chronic Absentees</p>	<p>35%</p>	<p>30%</p>

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	In support of strengthening our PLC systems including our never ending process of collaboration. We plan to schedule substitutes to allow for RTI supports for all students.	ALL	3656.00 LCAP  Content Intervention 1719
2.2	Continue to support student positive behavior, and good attendance incentives by purchasing rewards for the student store. We will also use funds to purchase other rewards such as but not limited to T-shirts, and catered food.  4,300 for rewards, incentives 1,000 - catered food 1,000 - Smart and Final	ALL	6300.00 LCAP  Student Engagement and Recognition
2.3	To support our ongoing commitment to improving student literacy and closing achievement gaps, we propose the purchase of Accelerated Reader (AR) . Accelerated Reader is a proven program designed to increase students' reading comprehension, fluency, and overall engagement with reading. This program will provide targeted support for struggling readers and English Learners by offering personalized, leveled reading opportunities, while allowing teachers to monitor progress and adjust instruction based on real-time data. Implementing AR will strengthen Tier 1 and Tier 2 instruction by reinforcing comprehension strategies and promoting independent reading, directly aligning with our LCAP goal to raise student achievement in English Language Arts for all subgroups, particularly those performing below grade level.	All	2644.00 LCAP  1719

## 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.

Our suspension, and overall negative behavior data has decreased since the implementation of PBIS, Sanford Harmony and MLP. This can be seen by the low, and decreasing number of referrals and suspensions.

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

Our spending and budgeted expenditure will work to meet the articulated goal. We want our students and staff to feel safe, and welcome at this place we call school.

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

We do not plan on making any changes to the goal, annual outcomes, metrics or strategies. We will continue to work toward our goal as our SSC, and ELAC have advised.

# 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.

**VCUSD Pillar 1**  
Federal Terrace will provide each student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

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

LCAP goal to which this school goal is aligned.

Equitable Opportunities, equitable Outcomes.

### 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.

Our site will provide Tier II and Tier III to meet the needs of every student. A grade level support block will be developed to meet each student at their foundational, reading, EL acquisition, and math level. We also have a responsibility to expose our student to enrichment possibilities that fieldtrips, and visits areas of site can provide.

### 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
% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  Source: CA School Dashboard, English Learner Progress	29.9% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  School Year 2023-2024	32.9% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  School Year 2024-2025
% NWEA Projected Proficiency in Reading for EL student group  Source: Student Analytics Lab	3.64% NWEA Projected Proficiency in Reading for EL student group  Midyear Assessment, School Year 2024-2025	7% NWEA Projected Proficiency in Reading for EL student group  Midyear Assessment, School Year 2025-2026
% of English Learner students reclassified as Fluent English Proficient  Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade, RFEP for site	5.5% of English Learner students reclassified as Fluent English Proficient  School Year 2023-2024	8.5% of English Learner students reclassified as Fluent English Proficient  School Year 2024-2025
% of low-income, English Learner, or Foster Youth students who participate in after-school programs	88.8% of low-income 23.5% English Learner 100% Foster Youth students participate in after-school programs	91.8% of low-income 26.5% English Learner 100% Foster Youth students participate in after-school programs

Source: SAL, 1. District Enrollment, ExL Filter	School Year 2024-2025	School Year 2025-2026
		50%

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>As a Title I school, we recognize that many of our students have limited opportunities for real-world learning experiences beyond the classroom. It is our responsibility to provide meaningful exposure to learning environments outside of the traditional school setting.</p> <p>To support this goal, we will allocate funds to cover the cost of transportation, entrance fees, off-site field trips, and on-campus assemblies that offer enriching, educational experiences.</p> <p>All field trips must be directly connected to grade-level content or designed to enhance students’ understanding of curriculum-related topics. In addition, teachers and staff are encouraged to seek out district-approved vendors who can deliver engaging, informative assemblies or performances on campus that support and extend classroom learning.</p>	All	14,000.00 LCAP  Curriculum Enrichment 1777
3.2	<p>To provide equitable access to literacy resources beyond the classroom we are setting aside funds for reproduciton, for items such at ELA or Math foundational skill practice sheets, fluency passages, or take-home books directly in support to increased student achievement in literacy, particularly for our early readers and English Learners.</p>	ALL	500. LCAP  Curriculum Enrichment 1777 Instrucional Supplies
3.3	<p>We will set aside funds to supplement STEM and STEAM initiatives, such partnering with U.C. Davis or other entities to support the teaching of coding, integrating science, technology, engineering, arts, and mathematics into the curriculum in innovative ways to foster creativity and critical thinking. This might require the purchase of instructional materials, such as paper, multi-colored card stock, trifold presentation stations, pencils, pens, and other office supplies. Additionally, technology will play a critical role in achieving these goals; as such, this budget will also be allocated to repair laptops or other technological tools as needed to ensure seamless integration of digital resources into the learning process.</p>	All	3,000.00 LCAP  Curriculum Enrichment 1777
3.4	<p>To provide equitable access to literacy and math resources beyond the classroom we are setting aside funds for reproduciton, for items such at ELA or Math foundational skill practice sheets, fluency passages, or take-home books directly in support to increased student achievement in literacy, particularly for our early readers and English Learners.</p>	All	500. Title I

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.5	To support equitable access to high-quality instruction and technology integration, funds will be allocated to purchase essential computer hardware for student and staff use.	All	500 LCAP  Curriculum Enrichment 1777
3.6	We will set aside funds to supplement coding instruction for our sixth graders. This will be to purchase any software necessary for the coding.	6th graders	1300.00 Title I
3.15			

## 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.

We have focused on improving students foundational reading skills, with an emphasis on ELL students and upper grade students in general. Over these past two years we have noticed a great improvement in the students who were offered Tier III intervention. This school year we were offering foundational skill support the focus toward the end of the year was more on Tier II, slightly more grade level interventions.

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

We are not expecting any differences between the intended implementation and budgeted expenditures. Our Goal is in alignment with expected expenditures.

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

We will continue to assess using CORE inventory tool. Based on the results we get we will continue with Tier III interventions.

# 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.

#### Community Centered Education

Federal Terrace will improve student outcomes through the use of community centered education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including ELAC, SCC and opportunities to serve in leadership roles to support the site.

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

LCAP goal to which this school goal is aligned.

VCUSD Pillar 4 Community Centered 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.

As a site we need to have more parent involvement. We have not been able to build up our parent involvement since COVID. Our staff as a whole has to put in all effort to recruit our parent community to partner with us.

### 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
% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Source: LCAP survey	100% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Trimester 2, School Year 2024-2025	100% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Trimester 2, School Year 2025-2026
# of activities beyond required Parent Engagement Opportunities  Source: Reporting from Parent Liaison	2 activities occurred beyond required Parent Engagement Opportunities  Trimester 2, School Year 2024-2025	5 activities occurred beyond required Parent Engagement Opportunities  Trimester 2, School Year 2025-2026
Parent engagement as measured by % SSC meetings that met quorum  Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled	100% SSC meetings that met quorum  Trimester 2, School Year 2024-2025	100% SSC meetings that met quorum  Quarter 3/Trimester 2, School Year 2025-2026
% of target # of ELAC meetings occurred  Source: Calendar/ELAC meeting schedule	100% of target # of ELAC meetings occurred  Trimester 2, School Year 2024-2025	100% of target # of ELAC meetings occurred  Quarter 3/Trimester 2, School Year 2025-2026

2 parents must begin to attend the DELAC meetings Data Source: DELAC attendance	0	2
We must build back our current, inconsistent ELAC to a more consistent group of at least 5 parents. Data Source: ELAC attendance	2	5
We have to ensure that parent representation for all subgroups is present at SSC - African American, Latino, Socioeconomically disadvantaged, EL parents. Data Source: SSC composition	2	5
100 Percent of events with interpretation provided Data Source: Federal Terrace event calendar	0	100%

## 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	While ParentSquare is a good mode of communication many of our parents still need flyers mailed to them. Teachers often need parents working at home with students on foundational reading or math skills, and send home materials for parents. We will put some money in our reproduction budget to get school information, small books, or other educational items copied.	ALL	491.60 Title I Part A: Parent Involvement
4.2	ParentSquare is an excellent mode of communication but parents are asking that we mail information home. We need our parents as informed as possible. We will budget money for postage.	ALL	100.00 Title I Part A: Parent Involvement
4.3	We will provide snacks, and water to incentivize coming to school events, or meetings in the early morning, or evening. We will set aside in our budget for catered food.	ALL	600.00 LCAP: Parent Involvement  1786
4.4	To feed and incentive coming to school for events, in the evening, or morning, and be more engaged with the school community we will budget for shopping at a grocery, or convience store.	ALL	1100.00 LCAP: Parent Involvement  1786
4.5	To incentivize parents to attend evening events and become more involved in the school community we will budget for purchasing rewards such as but not limited to family board games, reading books, trade books, parenting books, SEL topics for families.	All	1450.00 LCAP: Parent Involvement  1786
4.6			

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.7	To incentivize parent to attend PIQE, or other parent educational type meetings we will purchase SEL or Parenting books in English and Spanish.	ALL	500 Title I Part A: Parent Involvement

## 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.

We have moved away, since COVID, from parents being highly visible and active in our community. Going into school year 2024-2025, we have to do what is within our scope of influence to motivate the parent community to participate more with us. We will be strategic with the events we plan Ensuring that they are high interest, and involve students as well.

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

We do not anticipate any differences between the intended implementation and the budgeted expenditures.

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

Not too many changes will be made to this goal. The purpose of this goal is to continue to grow our parent group participation.

# 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	\$98,756.72
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 (\$)
Title I	\$35,545.12
Title I Part A: Parent Involvement	\$1,091.60

Subtotal of additional federal funds included for this school: \$36,636.72

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 (\$)
LCAP	\$58,970.00
LCAP: Parent Involvement	\$3,150.00

Subtotal of state or local funds included for this school: \$62,120.00

Total of federal, state, and/or local funds for this school: \$98,756.72

# 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
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## Expenditures by Funding Source

Funding Source	Amount
LCAP	58,970.00
LCAP: Parent Involvement	3,150.00
Title I	35,545.12
Title I Part A: Parent Involvement	1,091.60

## Expenditures by Budget Reference

Budget Reference	Amount
	6,285.60

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	58,970.00
	LCAP: Parent Involvement	3,150.00
	Title I	35,545.12
	Title I Part A: Parent Involvement	1,091.60

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,115.12
Goal 2	12,600.00
Goal 3	19,800.00
Goal 4	4,241.60

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Marisa Carbonell	Principal
Marie Muscolino-Henton	Classroom Teacher
Szevinah Sunga	Classroom Teacher
Veera DeLaMater	Classroom Teacher
Collette Laie	Other School Staff
Doris Anderson	Parent or Community Member
Tina Tofaeono	Parent or Community Member
Princess Amorosa	Parent or Community Member
Rianna Kirby	Parent or Community Member
Elvira Vega	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**

on file

English Learner 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 5/27/25.

Attested:

on file

Principal, Marisa Carbonell, Principal on 5/27/25

on file

SSC Chairperson, Rianna Kirby on 5/27/25

# Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

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

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

## Annual Review

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

## Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

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

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

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

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

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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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