School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Terrace Elementary School	15634046009393		

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

> Schoolwide Program

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

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Plan Description

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

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

> Schoolwide Program

Our school's plan for effectively meeting ESSA's planning requirements while aligning with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs involves a comprehensive approach that integrates key elements of each framework.

1. Alignment with LCAP Goal: We ensure that our plan reflects the goals and priorities outlined in the LCAP, focusing on areas such as student achievement, school climate, parent engagement, and equitable access to resources and opportunities.

2. Data-Informed Decision Making: Our planning process is data-driven, utilizing a variety of assessment data to identify areas of need and inform decision-making. This includes academic performance data, attendance records, discipline data, and input from stakeholder surveys.

3. Stakeholder Engagement: We prioritize meaningful stakeholder engagement throughout the planning process, including parents, students, teachers, administrators, and community members. Their input helps to shape our goals, strategies, and priorities, ensuring that our plan is responsive to the needs of the entire school community.

4. Evidence-Based Strategies: We select evidence-based strategies and interventions that have been proven effective in improving student outcomes. This includes research-based instructional practices, targeted interventions for struggling students, and comprehensive support services to address the needs of the whole child.

5. Resource Allocation: We allocate resources strategically to support the implementation of our plan, leveraging federal, state, and local funding sources to maximize impact. This includes funding for professional development, instructional materials, technology infrastructure, and support staff.

6. Continuous Improvement: We establish mechanisms for ongoing monitoring and evaluation to assess the effectiveness of our strategies and make adjustments as needed. This includes regular progress monitoring, data analysis, program evaluations, and stakeholder feedback loops to ensure continuous improvement over time.

By following this approach, we aim to meet ESSA's planning requirements while aligning with the LCAP and other federal, state, and local programs, ultimately working towards our shared goal of improving student outcomes and promoting educational equity for all students.

For the 2023-2024 school year, our school population comprises 397 students, distributed as follows:

32 students are of Filipino descent.
352 students identify as Hispanic/Latino.
4 students have two or more races.
4 students identify as white.

Additionally:

168 students are classified as English Learners.
35 students are identified as Migrant students.
8 students are categorized as Homeless Youth.
33 students are classified as Students with Disabilities.
354 students are classified as socioeconomically disadvantaged.

Our Title 1 program is a cornerstone of our commitment to ensuring every student has access to a high-quality education, regardless of their socio-economic background. Through Title 1 funding, we implement a comprehensive schoolwide program aimed at providing an equitable learning environment and providing all students with the resources and they need to succeed academically.

Key components of our Title 1 program include targeted interventions, personalized instruction, and a focus on data-driven decision-making to address the unique address the unique needs of each student. We prioritize early intervention strategies to prevent academic gaps from widening and provide intensive support to students who are struggling.

Additionally, our Title 1 program fosters a collaborative approach to learning, involving teachers, parents, administrators, and community stakeholders in the educational process. We believe that by working together, we can create a supportive and inclusive learning environment where every student can thrive.

Furthermore, our Title 1 funds are utilized to enhance the overall educational experience, providing resources such as technology upgrades, instructional materials, professional development opportunities for teachers, and supplementary programs to enrich the curriculum.

In essence, our Title 1 program is not just about meeting federal requirements; it's about creating equitable opportunities for all students to achieve academic success and reach their full potential. Through targeted support, collaborative efforts, and a commitment to excellence, we are dedicated to ensuring that every student receives the support they need to succeed in school and beyond.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2024-2025 School Plan was presented to the School Site Council Committee and ELAC Committee _____ and the budget/goals were presented to the Leadership Committee on _____.

SSC and ELAC will meet up to six times a year or as needed to review, discuss, make recommendations, and adjust the plan if needed. The meetings are in English and a Spanish translator is always available if needed. The committee is comprised of the school principal, site resource teacher, 3 teachers and 5 parents. The school leadership team will meet monthly or as needed to monitor and review the plan.

Furthermore, Principal May Zetina and Vice Principal Vanessa Ventura will hold two Title 1 meetings to present the School Plan school wide.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

N/A

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.

Low Performance in English Language Progress: Analysis of Dashboard data reveals a low performance in English Language Learner progress across multiple grade levels. The data indicates that a considerable portion of students are not making consistent progress in English development. According to the Dashboard, English learners (ELs) who decreased at least one English Learner Progress Indicator (ELPI) level increased from from 8.6% to 14.5%. ELs who progressed at least one ELPI level decreased from 60% to 50%. Additionally, ELs who maintained ELPI levels 1, 2L, 2H, 3L, and 3H increased from 30.9% to 34.9%. ELs who maintains ELPI level 4 increased from 0.6% to 0.7%.

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.

N/A

Other Needs

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

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School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.23%			1
African American	0.2%	0.22%	0%	1	1	0
Asian	0.6%	0.45%	0%	3	2	0
Filipino	10.5%	8.30%	8.82%	51	37	39
Hispanic/Latino	86.7%	89.24%	88.69%	422	398	392
Pacific Islander	%	%	0%			0
White	1.0%	0.67%	0.9%	5	3	4
Multiple/No Response	0.6%	0.22%	0.68%	3	1	3
			Total Enrollment	487	446	442

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	83	97
Grade 1	56	60	57
Grade 2	70	53	65
Grade3	71	63	51
Grade 4	74	67	60
Grade 5	79	78	70
Grade 6	63	42	42
Total Enrollment	487	446	442

Conclusions based on this data:

1. Analysis of student subgroups data, demonstrates that the Hispanic/Latino subgroup is consistently the largest subgroup above 85%.

2. Data shows that our second highest subgroup of students enrolled at Terrace are Filipino.

3. Analysis of school enrollment, shows a steady decline in overall enrollment for grades 1-6 but an increase in Kindergarten.

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	237	238	204	48.70%	53.4%	46.2%
Fluent English Proficient (FEP)	64	26	48	13.10%	5.8%	10.9%
Reclassified Fluent English Proficient (RFEP)	22		21	9.3%		10.5%

Conclusions based on this data:

1. Data shows that from the 21-22 academic year to the 22-23 academic year there was a 7.2% decrease in EL enrollment. Nonetheless, the EL population remains about half of the total school population.

2. Data shows that from the 21-22 academic year to the 22-23 academic year there was a 5.1% increase in students classified as Fluent English Proficient (FEP).

3. Data shows that from the 21-22 academic year to the 22-23 academic year there was a 10.5% increase in students classified as Reclassified Fluent English Proficient (RFEP).

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	72	63	51	0	63	51	0	63	51	0.0	100.0	100.0
Grade 4	79	67	63	0	67	63	0	67	63	0.0	100.0	100.0
Grade 5	79	73	71	0	72	71	0	72	71	0.0	98.6	100.0
Grade 6	62	44	40	0	44	40	0	44	40	0.0	100.0	100.0
All Grades	292	247	225	0	246	225	0	246	225	0.0	99.6	100.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2419.	2405.		28.57	17.65		14.29	17.65		30.16	31.37		26.98	33.33
Grade 4		2433.	2452.		13.43	23.81		25.37	17.46		22.39	22.22		38.81	36.51
Grade 5		2451.	2469.		11.11	14.08		18.06	23.94		22.22	21.13		48.61	40.85
Grade 6		2490.	2503.		9.09	20.00		18.18	22.50		40.91	25.00		31.82	32.50
All Grades	N/A	N/A	N/A		15.85	18.67		19.11	20.44		27.64	24.44		37.40	36.44

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		14.29	17.65		71.43	58.82		14.29	23.53
Grade 4		8.96	19.05		62.69	58.73		28.36	22.22
Grade 5		13.89	12.68		59.72	63.38		26.39	23.94
Grade 6		11.36	15.00		59.09	55.00		29.55	30.00
All Grades		12.20	16.00		63.41	59.56		24.39	24.44

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Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		14.29	9.80		47.62	45.10		38.10	45.10
Grade 4		8.96	15.87		56.72	49.21		34.33	34.92
Grade 5		5.56	7.04		43.06	54.93		51.39	38.03
Grade 6		9.09	15.00		45.45	45.00		45.45	40.00
All Grades		9.35	11.56		48.37	49.33		42.28	39.11

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Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		15.87	9.80		73.02	66.67		11.11	23.53
Grade 4		5.97	6.35		68.66	79.37		25.37	14.29
Grade 5		5.56	18.31		81.94	67.61		12.50	14.08
Grade 6		13.64	5.00		79.55	80.00		6.82	15.00
All Grades		9.76	10.67		75.61	72.89		14.63	16.44

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.40	21.57		60.32	66.67		14.29	11.76
Grade 4		16.42	19.05		68.66	63.49		14.93	17.46
Grade 5		15.28	15.49		56.94	57.75		27.78	26.76
Grade 6		11.36	20.00		65.91	65.00		22.73	15.00
All Grades		17.48	18.67		62.60	62.67		19.92	18.67

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Conclusions based on this data:

1. According to the data, the percent of enrolled students tested for the 22-23 academic year was a 100%.

2.

According to the Overall Achievement for All Students data table, the following percentages reflect the percent of students who met or exceeded standard on the ELA CAASPP by grade level.

6th Grade Test Results:
ELA: 42.5% Standard Met or Exceeded

5th Grade Test Results:
ELA: 38.02% Standard Met or Exceeded

4th Grade Test Results:
ELA: 41.27% Standard Met or Exceeded

3rd Grade test Results:
ELA : 35.3% Standard Met or Exceeded

3. According to the data tables, that outline each performance area of the ELA CAASPP the following percentages reflect the percent of students above standard by domain and grade level.

6th Grade Above Standard Test Results:

Reading: 15%
Writing: 15%
Listening: 5%
Research/Inquiry: 20%

5th Grade Above Standard Test Results:

Reading: 12.68%
Writing: 7.04%
Listening: 18.31%
Research/Inquiry: 15.49%

4th Grade Above Standard Test Results:

Reading: 19.05%
Writing: 15.87%
Listening: 6.35%

Research/Inquiry: 19.05%

3rd Grade Above Standard Test Results:

Reading: 17.65%
Writing: 9.8%
Listening: 9.8%
Research/Inquiry: 21.57%

From the data, we can observe some trends:

Reading and Writing: Generally, the percentage of students performing above the standard level seems to fluctuate across grade levels. For example, 4th graders tend to perform relatively well in reading and writing compared to other grades.

Listening: There's considerable variation in performance across grade levels. 5th graders seem to perform exceptionally well in listening compared to other grades.

Research/Inquiry: Performance in research/inquiry skills appears to be relatively stable across grade levels, with the highest percentage of students performing above the standard level in 3rd and 6th grades.

These trends suggest that there may be specific areas where certain grade levels excel or struggle compared to others. It could be valuable to further investigate the factors contributing to these differences and implement targeted interventions to support student learning and achievement.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	72	63	51	0	63	51	0	63	51	0.0	100.0	100.0
Grade 4	79	67	63	0	67	63	0	67	63	0.0	100.0	100.0
Grade 5	79	73	71	0	72	71	0	72	71	0.0	98.6	100.0
Grade 6	62	44	40	0	44	40	0	44	40	0.0	100.0	100.0
All Grades	292	247	225	0	246	225	0	246	225	0.0	99.6	100.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2425.	2421.		23.81	15.69		17.46	29.41		30.16	19.61		28.57	35.29
Grade 4		2412.	2457.		2.99	19.05		16.42	22.22		29.85	26.98		50.75	31.75
Grade 5		2439.	2462.		2.78	11.27		9.72	16.90		27.78	23.94		59.72	47.89
Grade 6		2454.	2489.		11.36	17.50		9.09	17.50		27.27	22.50		52.27	42.50
All Grades	N/A	N/A	N/A		9.76	15.56		13.41	21.33		28.86	23.56		47.97	39.56

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.68	23.53		28.57	50.98		31.75	25.49
Grade 4		4.48	23.81		43.28	39.68		52.24	36.51
Grade 5		6.94	15.49		47.22	42.25		45.83	42.25
Grade 6		6.82	15.00		27.27	40.00		65.91	45.00
All Grades		14.63	19.56		37.80	43.11		47.56	37.33

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.05	17.65		46.03	45.10		34.92	37.25
Grade 4		4.48	14.29		43.28	47.62		52.24	38.10
Grade 5		2.78	4.23		36.11	60.56		61.11	35.21
Grade 6		4.55	15.00		45.45	47.50		50.00	37.50
All Grades		7.72	12.00		42.28	51.11		50.00	36.89

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22	15.69		50.79	66.67		26.98	17.65
Grade 4		7.46	19.05		53.73	55.56		38.81	25.40
Grade 5		1.39	7.04		68.06	57.75		30.56	35.21
Grade 6		9.09	7.50		59.09	65.00		31.82	27.50
All Grades		9.76	12.44		58.13	60.44		32.11	27.11

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. According to the data, the percent of enrolled students tested in Math CAASPP for the 22-23 academic year was 100%.

2. According to the Overall Achievement for All Students data table, the following percentages reflect the percent of students who met or exceeded standard on the Math CAASPP by grade level.

6th Grade Test Results:
Math: 35% Standard Met or Exceeded

5th Grade Test Results:
Math: 28.17 % Standard Met or Exceeded

4th Grade Test Results:
Math: 41.27% Standard Met or Exceeded

3rd Grade test Results:
Math: 45.1% Standard Met or Exceeded

From this data, we can observe the following trends:
Decrease in Achievement from 3rd to 5th Grade: There's a general trend of decreasing achievement in math from 3rd to 5th grade, with 3rd grade having the highest percentage of students meeting or exceeding the standard (45.1%), followed by a decrease to 28.17% in 5th grade.Slight Increase in 6th Grade: There's a slight increase in achievement from 5th to 6th grade, where the percentage of students meeting or exceeding the standard increases to 35%. However, it's still lower than the achievement in 4th grade (41.27%).Highest Achievement in 4th Grade: 4th grade stands out as having the highest percentage of students meeting or exceeding the standard (41.27%) among the provided grades.Consideration of Interventions: The decreasing trend from 3rd to 5th grade might indicate a need for interventions or instructional adjustments to support students in maintaining or improving their math proficiency as they progress through elementary school.

3. According to the data tables, that outline each performance area of the Math CAASPP the following percentages reflect the percent of students above standard by domain and grade level.

6th Grade Above Standard Test Results:

Concepts & Procedures: 15%
Problem Solving and Modeling/Data Analysis: 15%
Communicating Reasoning: 7.5%

5th Grade Above Standard Test Results:

Concepts & Procedures: 15.49%
Problem Solving and Modeling/Data Analysis: 4.23%
Communicating Reasoning: 7.04%

4th Grade Above Standard Test Results:

Concepts & Procedures: 23.81%
Problem Solving and Modeling/Data Analysis: 14.29%
Communicating Reasoning: 19.04%

3rd Grade Above Standard Test Results:

Concepts & Procedures: 23.53%
Problem Solving and Modeling/Data Analysis: 17.65%
Communicating Reasoning: 15.69%

Concepts & Procedures: The percentage of students scoring above standard decreases as grade level increases. This suggests that as students progress to higher grades, they may find concepts and procedures more challenging or the standards for mastery become more stringent.

Problem Solving and Modeling/Data Analysis: There's variation across grade levels, but generally, there's a trend of improvement from 3rd to 6th grade, with the highest percentage of students scoring above standard in 6th grade. This could indicate that students are developing stronger problem-solving skills and analytical abilities as they advance through the grades.

Communicating Reasoning: There's some fluctuation across the grade levels, but overall, it seems that the percentage of students scoring above standard remains relatively stable or slightly decreases as grade level

increases. This suggests that communicating reasoning might be an area where students struggle to maintain proficiency as they progress through the grades.

Overall, these trends could be used to identify areas where additional support or intervention may be needed to ensure students' continued growth and mastery of mathematical concepts and skills. Additionally, it could be valuable to explore the factors contributing to the observed trends, such as curriculum effectiveness, teaching methods, and student engagement.

School and Student Performance Data

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

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

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1398.9	1403.4	1424.4	1413.3	1410.7	1429.9	1365.3	1386.1	1411.6	37	48	42
1	1397.1	1441.1	1427.3	1416.5	1453.5	1431.9	1377.0	1428.2	1422.2	35	28	32
2	1476.8	1484.4	1501.0	1475.0	1479.4	1502.0	1478.1	1488.7	1499.7	44	34	28
3	1478.0	1490.8	1492.6	1477.5	1491.5	1487.9	1478.0	1489.6	1496.9	45	34	29
4	1475.1	1506.0	1507.4	1474.6	1505.8	1504.4	1475.1	1505.6	1509.8	30	38	27
5	1518.9	1508.0	1539.7	1517.6	1513.3	1536.2	1519.7	1502.3	1542.6	34	27	31
6	1507.7	1526.6	1565.4	1495.7	1523.5	1583.0	1519.4	1529.1	1547.1	20	18	11
All Grades										245	227	200

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.25	14.29	43.24	22.92	26.19	35.14	50.00	47.62	21.62	20.83	11.90	37	48	42
1	0.00	7.14	3.13	8.57	39.29	21.88	40.00	39.29	59.38	51.43	14.29	15.63	35	28	32
2	13.64	17.65	32.14	43.18	41.18	50.00	22.73	29.41	10.71	20.45	11.76	7.14	44	34	28
3	8.89	14.71	13.79	31.11	35.29	44.83	44.44	41.18	24.14	15.56	8.82	17.24	45	34	29
4	0.00	18.42	18.52	30.00	39.47	29.63	43.33	36.84	29.63	26.67	5.26	22.22	30	38	27
5	8.82	11.11	29.03	38.24	37.04	38.71	44.12	37.04	22.58	8.82	14.81	9.68	34	27	31
6	0.00	11.11	36.36	45.00	61.11	27.27	40.00	22.22	36.36	15.00	5.56	0.00	20	18	11
All Grades	5.31	12.33	19.00	33.88	37.00	34.00	37.96	38.33	34.00	22.86	12.33	13.00	245	227	200

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Oral Language — Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.70	4.17	14.29	51.35	27.08	35.71	24.32	47.92	35.71	21.62	20.83	14.29	37	48	42
1	0.00	17.86	6.25	28.57	39.29	37.50	31.43	35.71	46.88	40.00	7.14	9.38	35	28	32
2	22.73	23.53	35.71	47.73	41.18	57.14	18.18	26.47	0.00	11.36	8.82	7.14	44	34	28
3	22.22	23.53	20.69	46.67	58.82	44.83	22.22	11.76	24.14	8.89	5.88	10.34	45	34	29
4	13.33	36.84	25.93	40.00	44.74	40.74	30.00	18.42	22.22	16.67	0.00	11.11	30	38	27
5	29.41	48.15	35.48	61.76	37.04	51.61	0.00	3.70	9.68	8.82	11.11	3.23	34	27	31
6	0.00	33.33	63.64	70.00	55.56	27.27	20.00	5.56	9.09	10.00	5.56	0.00	20	18	11
All Grades	14.29	24.67	24.50	48.16	41.85	43.00	20.82	24.23	23.50	16.73	9.25	9.00	245	227	200

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Written Language — Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.25	11.90	10.81	16.67	16.67	72.97	43.75	42.86	16.22	33.33	28.57	37	48	42
1	0.00	7.14	3.13	14.29	17.86	21.88	20.00	32.14	40.63	65.71	42.86	34.38	35	28	32
2	9.09	14.71	17.86	43.18	35.29	50.00	22.73	26.47	21.43	25.00	23.53	10.71	44	34	28
3	4.44	8.82	3.45	24.44	23.53	34.48	37.78	38.24	37.93	33.33	29.41	24.14	45	34	29
4	0.00	5.26	11.11	10.00	26.32	29.63	36.67	39.47	22.22	53.33	28.95	37.04	30	38	27
5	8.82	3.70	25.81	5.88	14.81	19.35	64.71	44.44	38.71	20.59	37.04	16.13	34	27	31
6	0.00	11.11	9.09	30.00	5.56	27.27	45.00	61.11	36.36	25.00	22.22	27.27	20	18	11
All Grades	3.67	7.93	12.00	20.41	21.15	27.50	42.04	39.65	35.00	33.88	31.28	25.50	245	227	200

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Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.11	6.25	14.29	62.16	81.25	73.81	29.73	12.50	11.90	37	48	42
1	22.86	39.29	28.13	54.29	53.57	65.63	22.86	7.14	6.25	35	28	32
2	36.36	23.53	64.29	56.82	67.65	32.14	6.82	8.82	3.57	44	34	28
3	37.78	44.12	34.48	53.33	47.06	55.17	8.89	8.82	10.34	45	34	29
4	43.33	55.26	33.33	46.67	42.11	62.96	10.00	2.63	3.70	30	38	27
5	32.35	25.93	41.94	64.71	70.37	51.61	2.94	3.70	6.45	34	27	31
6	30.00	16.67	63.64	55.00	77.78	36.36	15.00	5.56	0.00	20	18	11
All Grades	30.20	29.96	36.00	56.33	62.56	57.00	13.47	7.49	7.00	245	227	200

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Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.22	4.17	11.90	56.76	52.08	66.67	27.03	43.75	21.43	37	48	42
1	0.00	7.14	0.00	45.71	82.14	71.88	54.29	10.71	28.13	35	28	32
2	9.09	32.35	32.14	79.55	61.76	60.71	11.36	5.88	7.14	44	34	28
3	22.22	35.29	27.59	64.44	58.82	55.17	13.33	5.88	17.24	45	34	29
4	13.33	28.95	29.63	56.67	65.79	48.15	30.00	5.26	22.22	30	38	27
5	55.88	62.96	67.74	35.29	25.93	25.81	8.82	11.11	6.45	34	27	31
6	5.00	55.56	63.64	75.00	38.89	36.36	20.00	5.56	0.00	20	18	11
All Grades	17.96	28.63	29.00	59.18	56.39	54.50	22.86	14.98	16.50	245	227	200

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.70	6.25	11.90	75.68	72.92	64.29	21.62	20.83	23.81	37	48	42
1	5.71	14.29	15.63	37.14	42.86	37.50	57.14	42.86	46.88	35	28	32
2	22.73	11.76	28.57	54.55	64.71	57.14	22.73	23.53	14.29	44	34	28
3	4.44	5.88	3.45	37.78	50.00	58.62	57.78	44.12	37.93	45	34	29
4	0.00	2.63	11.11	40.00	50.00	51.85	60.00	47.37	37.04	30	38	27
5	11.76	7.41	25.81	50.00	48.15	48.39	38.24	44.44	25.81	34	27	31
6	5.00	5.56	9.09	55.00	38.89	63.64	40.00	55.56	27.27	20	18	11
All Grades	8.16	7.49	15.50	49.80	55.07	54.00	42.04	37.44	30.50	245	227	200

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.51	12.50	35.71	62.16	45.83	38.10	24.32	41.67	26.19	37	48	42
1	0.00	3.57	3.13	28.57	75.00	65.63	71.43	21.43	31.25	35	28	32
2	18.18	23.53	32.14	50.00	52.94	57.14	31.82	23.53	10.71	44	34	28
3	24.44	23.53	34.48	55.56	58.82	62.07	20.00	17.65	3.45	45	34	29
4	0.00	18.42	14.81	56.67	65.79	59.26	43.33	15.79	25.93	30	38	27
5	2.94	7.41	32.26	85.29	59.26	54.84	11.76	33.33	12.90	34	27	31
6	10.00	11.11	27.27	80.00	88.89	54.55	10.00	0.00	18.18	20	18	11
All Grades	11.02	14.98	26.00	57.96	60.79	55.00	31.02	24.23	19.00	245	227	200

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. According to Overall Language Performance Level table, based on ELPAC Summative assessment data the following are the trend in EL performance from the 21-22 academic year to the 22-23 academic year. In conjunction with a decrease in the total number of students tested from 227 to 200.

   Level 4: Increase of 6.67%
   Level 3: Decrease of 3%
   Level 2: Decrease 4.33%
   Level 1: Increase 0.67%

2. Considering the decrease in the total number of students tested from 227 to 200, it's essential to take into account the potential impact of this reduction on the observed trends. Additionally, further analysis could delve into the underlying factors contributing to these trends, such as instructional approaches, support services, demographics of

the student population, and changes in curriculum or assessment practices. This deeper understanding can guide targeted interventions and strategies to support English Learners' language development and academic success.

3. In the 2022-2023 academic year, the mean scale scores for all students showed a general upward trend across most grade levels in both oral and written language. However, there were a couple of exceptions to this pattern: first-grade scores decreased across all areas, and third and fourth-grade scores experienced a decline specifically in oral language proficiency.

School and Student Performance Data

California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
442	**95.5**	**46.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Terrace Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	204	46.2
Foster Youth		
Homeless	16	3.6
Socioeconomically Disadvantaged	422	95.5
Students with Disabilities	23	5.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	1	0.2
Filipino	39	8.8
Hispanic	392	88.7
Two or More Races	3	0.7
White	4	0.9

Conclusions based on this data:

1. During the 2022-2023 school year, 95.5% of our students were classified as Socioeconomically Disadvantaged.

2. Our English Learners, for the 2022-2023 school year, are less than 50% of our total population. They are, however, still one of the largest sub-groups.

3. Based on the race/ethnicity table, the Hispanic and Filipino sub-groups make up the majority of the school population with a total of 97.5%.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. Chronic Absenteeism declined 18.3 % from the 2021-2022 school year. The percentage declined from 37% to 18.7%.

2. Overall performance in ELA and Math landed in yellow (medium). This was also true for all significant sub-groups (EL, Hispanic, Socioeconomically Disadvantaged) because sub-groups showed an adequate growth in ELA and Math.

3. Only 50.7% of ELs made adequate progress. This marked a 9.9% decrease from the prior year.

School and Student Performance Data

Academic Performance
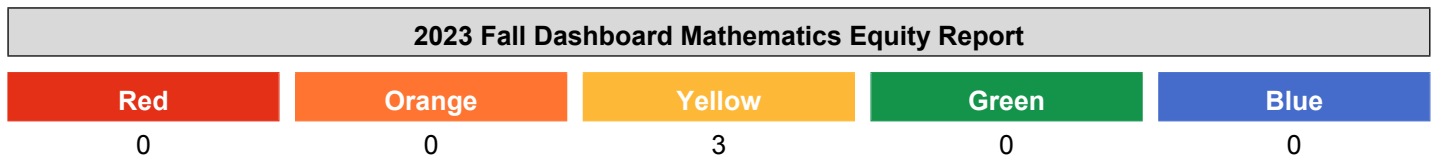### English Language Arts

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
23 points below standard	26.6 points below standard	0 Students
Increased +8 points	Increased Significantly +15.4 points	
216 Students	128 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	111 points below standard
9 Students	27.3 points below standard	Decreased -6.1 points
	Increased +10.1 points	18 Students
	208 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	38.3 points above standard
0 Students	0 Students	0 Students	Increased Significantly +28.7 points
			20 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Less than 11 Students
29.6 points below standard	0 Students	0 Students	2 Students
Increased +5.5 points			
194 Students			

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.2 points below standard	78.9 points above standard	22.7 points below standard
Increased +3.1 points	Increased Significantly +34.6 points	Decreased -8.9 points
93 Students	35 Students	84 Students

Conclusions based on this data:

1. Data shows that in the 2022-2023 school year, the school was 23 points below standard. We showed an increase of 8 points from the previous academic year.

2. Our Reclassified English Learners out performed our English Only population both in growth (78.9 points above standard to 22.7 points below standard) and overall achievement (increased significantly by 34.6 points and decreased 8.9 points).

3. Our socioeconomically disadvantage sub-group increased 10.1 points from the previous academic year. They increased from 37.4 points below standard to 27.3 points below standard.
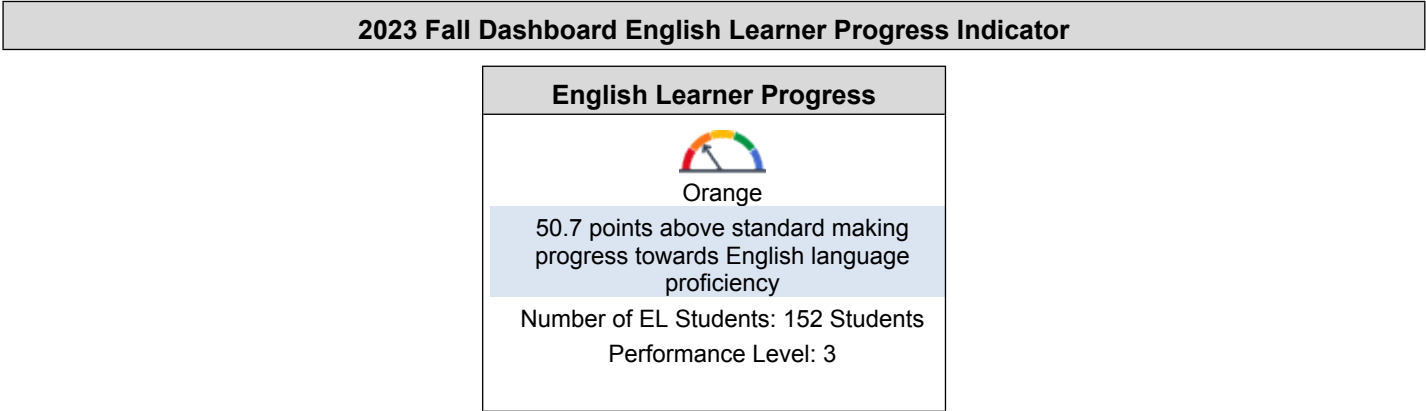
School and Student Performance Data

Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
39 points below standard	39.8 points below standard	0 Students
Increased Significantly +24 points	Increased Significantly +24.5 points	
216 Students	128 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	123.8 points below standard
9 Students	41.9 points below standard	Decreased -7.7 points
	Increased Significantly +28 points	18 Students
	208 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Color

0 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

0 Students

Filipino

15.4 points above standard

Increased Significantly +19.9 points

20 Students

Hispanic

Yellow

44.4 points below standard

Increased Significantly +25.6 points

194 Students

Two or More Races

No Performance Color

0 Students

Pacific Islander

No Performance Color

0 Students

White

Less than 11 Students

2 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

69.3 points below standard

Increased +14 points

93 Students

Reclassified English Learners

38.6 points above standard

Increased Significantly +43.1 points

35 Students

English Only

41.3 points below standard

Increased Significantly +19.6 points

84 Students

Conclusions based on this data:

1. Data shows that in the 2022-2023 school year, the school was 39 points below standard. We showed an increase of 24 points from the previous academic year.

2. Our Reclassified English Learners out performed our English Only population both in growth (38.6 points above standard to 41.3 points below standard) and overall achievement (increased significantly by 43.1points and increased 19.6 points).

3. Our socioeconomically disadvantage sub-group increased 28 points from the previous academic year. They increased from 69.9 points below standard to 41.9 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Orange

50.7 points above standard making progress towards English language proficiency

Number of EL Students: 152 Students

Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
22	53	1	76

Conclusions based on this data:

1. Based on the California Dashboard, our English Learners are 50.7 points above standard and are making progress towards English language proficiency.

2. Fourteen percent of our student population decreased on ELPI Level and 35% maintained their current ELPI Level.

3. Fifty percent of our student population increased at least one ELPI Level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
18.7% Chronically Absent	13.1% Chronically Absent	
Declined Significantly -18.3	Declined Significantly -20.6	1 Student
460 Students	236 Students	

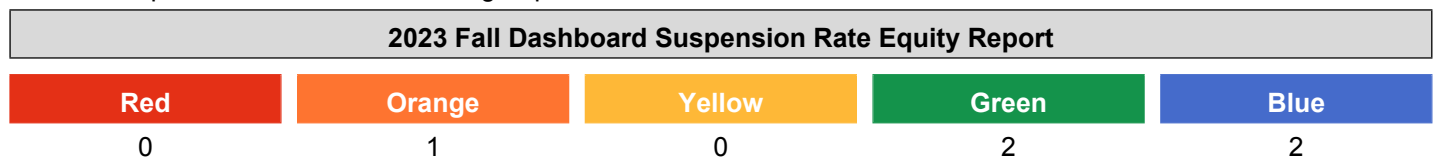| Homeless	Socioeconomically Disadvantaged	Students with Disabilities
40% Chronically Absent	Yellow	Yellow
Declined -26.7	19.4% Chronically Absent	19.5% Chronically Absent
15 Students	Declined Significantly -21.4	Declined -26.2
	443 Students	41 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	Less than 11 Students	No Performance Color	Green
0 Students	1 Student	0 Students	2.6% Chronically Absent
			Declined -6.7
			39 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	No Performance Color	Less than 11 Students
20% Chronically Absent	6 Students	0 Students	4 Students
Declined Significantly -19.5			
410 Students			

Conclusions based on this data:

1. The data shows that the Chronic Absenteeism rate declined significantly by 18.3% from the previous school year. The Chronic Absenteeism rate decreased from 37% to 18.7%.

2. Our English Learners declined significantly by 20.6% from the previous school year. The Chronic Absenteeism rate decreased from 43.7% to 13.1%.

3. Our Socioeconomically Disadvantaged population declined significantly by 21.4% from the previous school year. The Chronic Absenteeism rate decreased from 40.8% to 19.4%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	2

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	Less than 11 Students
0.6% suspended at least one day	0% suspended at least one day	1 Student
Maintained -0.2	Declined Significantly -1.2	
484 Students	250 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Green	Orange
	0.6% suspended at least one day	2.4% suspended at least one day
Declined -5.3	Maintained -0.1	Increased 2.4
17 Students	462 Students	41 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Blue 0% suspended at least one day Declined -2.2 39 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 0.7% suspended at least one day Maintained 0 429 Students	Less than 11 Students 7 Students	No Performance Color 0 Students	Less than 11 Students 5 Students

Conclusions based on this data:

1. Based on our California Dashboard data, 0.6% of our student population were suspended for one day.

2. Our English Learner population declined significantly with a 1.2% decrease in the suspension rate. This kept our EL population at zero percent of students suspended for one day.

3. The MTSS model seemed to make a positive impact on suspension rates for the previous school year.

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.

Mathematics
To enhance overall math performance on standardized tests at Terrace School, we aim to bolster foundational mathematical skills in primary grades while targeting a 5-point increase in math scores for grades 3 through 5 on the California Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal:
DUSD will provide a world class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure students success in college and career readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement and ensure that students are ready for college, careers, and beyond.

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.

While there has been a rise in points among our three sub-groups (EL, Hispanic, and Socioeconomically Disadvantaged), they still remain approximately 40 points below the standard.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority-Pupil Achievement: performance on standardized tests and district Student Growth Reports as measured by CAASPP Math scores, IXL, and STAR Math reports.	Baseline/Actual Outcome Currently our kinder students based on ESGI District Kinder Math Assessments: 81% Master Recognizing 2D/Flat Shapes 72% Master Recognizing 3D/Solid Shapes 98% Recognize Number 0-10 89% Recognize Numbers 11-20 91% Recognize Ten Frames 83% Can Add & Subtract (within 5) 80% Can count to 100 by 10s 84% Can count to 100 by 1s Currently our 1st grade students have not taken the STAR Math assessment but will take it in late May 2024. I will update the data when scores are available. Currently 2nd Grade Students: 72% of students have shown above average or average growth on the STAR Math assessment. Currently our 3rd, 4th, 5th, and 6th grade students: 43% of our students have shown above average or average growth on the STAR Math assessments. At the moment we have not received our CAASPP scores or taken our final STAR Math assessment, when state assessment scores are published and final STAR Math assessments are given I will update the data.	Our expected outcome is to increase by 5 points on the Math CAASPP as an overall school for grades 3-5 Kindergarten: 75% of our students will meet or exceed proficiency in Counting and Cardinality standards K.CC 1-7 (Know number names and count sequence, count to tell the number of objects, compare numbers) First and Second Grade: 70% of first and second grade students will show growth on their STAR Math Student Growth Report by the end of the academic school year. Third, Fourth, and Fifth Grade: 75% of third, fourth, and fifth grade students will show growth on their STAR Math Student Growth Report by the end of the academic school year.

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	For grades Kinder-5th, teachers will spiral through standards throughout the year during an intervention block. Students in 1st-5th grade will continue with a rotational Physical Education intervention block that is based on their students' needs.	All students will be offered these strategies/activities.	13900.50 Title I 4000-4999: Books And Supplies Math Intervention Supplies/Materials, Technology, web based programs, and Resources

	School will purchase materials, supplies, manipulatives, technology, and web based programs that will help support or enhance students educational experience.		
1.2	The Site Resource Teacher will provide expertise and support at the school site level to assist in the academic achievement and success of students who are at risk academically. The Site Resource Teacher will provide specific intervention in core content areas as needed by students in grades TK-5th. The Site Resource Teacher will provide direct support to students and will monitor and track their progress. They will provide support to English Learners and to Immigrant students and monitor their progress after reclassification for four academic years. The Site Resource Teacher will actively participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities: 1. Provide direct services to students. 2. Design and provide intervention/enrichment to students. 3. Provide Instructional resources to support intervention and enrichment programs. 4. Identify/assist in areas of student needs and provide supplemental support for students. 5. Support Teachers with student data analysis. 6. Identify, reclassify, and provide support for English Language Learners. 7. Assist with school-parent involvement/education activities. 8. Participate in and/or provide professional development.	All students will be offered this strategy/activity.	29116.66 Title I 1000-1999: Certificated Personnel Salaries Salary for Site Resource Teacher 11953.33 Title I 3000-3999: Employee Benefits Benefits for Site Resource Teacher
1.3	Instructional aides will be used to perform supportive instructional tasks that facilitate the implementation of the educational program. The instructional aide will tutor pupils individually or in small groups to provide an extra layer of intervention for those students most in need. Aides will also assist with parent outreach and will support with translations.	All students in Kindergarten through 5th grade	9331.67 Title I 2000-2999: Classified Personnel Salaries Salary for Instructional Aides 3530.00 Title I 3000-3999: Employee Benefits Classified Employee Benefits

Annual Review

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.

According to the California School Dashboard the math scores at Terrace increased by 24 points. This exceeded the targeted goal of a 10 point increase. The benefit of focusing on foundational skills at the lower grade levels (K-2) will not show the results on the CAASPP results until those students are assessed during the 2024-25 school year. Kindergarten student data indicates that students are exceeding the 75% threshold on all K.CC 1-7 related skills. They are mostly in line with the 2022-23 numbers. Fifty-nine percent of 1st and 2nd grade students showed average to above average growth, while 54% of 3rd-6th grade students showed average to above average growth.

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

The PE intervention block was expanded to include grades 1-5. 6th grade did not utilize the PE intervention block.

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.

After careful analysis of this goal, we will continue with our current strategies/activities.

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.

> **English Language Development**
> Students will aim to enhance their scale score in each domain by 5%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goal:
> DUSD will provide a world class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure students success in college and career readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement and ensure that students are ready for college, careers, and beyond.

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.

> In response to a 9.9% decline in English learner progress, we are committed to maintaining the strategies utilized for English Language Development (ELD). Furthermore, we will introduce the use of Thinking Maps and the integration of teaching students based on their language levels into our ELD practices.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 2-Pupil Achievement: Performance on standardized tests, EL reclassification rate	2022-2023 Currently in 3rd, 4th, 5th, and 6th grade: 10% of our students have qualified to be reclassified. 3rd Grade Oral Language: Level 3: 26% Level 4: 12% 3rd Grade Written Language: Level 3: 18% Level 4: 2% 4th Grade Oral Language: Level 3: 52 % Level 4: 33% 4th Grade Written Language: Level 3:33% Level 4: 14% 5th Grade Oral Language: Level 3: 80% Level 4: 55% 5th Grade Written Language: Level 3: 30% Level 4: 40% 6th Grade Oral Language: Level 3: 20% Level 4:60% 6th Grade Written Language: Level 3: 20% Level 4: 6% Currently waiting for 2023-24 Kinder-6th grade ELPAC summative scores, will update when data has arrived.	Our expected outcome will be to increase the percentages of students at Levels 3 and 4 by 5% in Overall Language, Oral Language, and Written Language. To also improve by moving 5% of students in the Listening, Speaking, Writing, and Reading Domains from the Beginning Levels into the Well Developed and Somewhat/Moderately Levels.

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	ELD will have its own designated time block of a minimum of 45 minutes for grades 1st-5th grade and 30 minutes for Transitional Kinder and Kindergarten students. Classroom teachers will provide students various ELD strategies. Thinking Maps and Direct Explicit Instruction of vocabulary will continue to be implemented.	English Language Learners	13900.50 Title I 4000-4999: Books And Supplies ELD Materials
2.2	The Site Resource Teacher will provide expertise and support at the school site level to assist in the academic achievement and success of students who are at risk academically. The Site Resource Teacher will provide specific intervention in core content areas as needed by students in grades TK-5th. The Site Resource Teacher will provide direct support to students and will monitor and track their progress. They will provide support to English Learners and to Immigrant students and monitor their progress after reclassification for four academic years. The Site Resource Teacher will actively participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities: 1. Provide direct services to students. 2. Design and provide intervention/enrichment to students. 3. Provide Instructional resources to support intervention and enrichment programs. 4. Identify/assist in areas of student needs and provide supplemental support for students. 5. Support Teachers with student data analysis. 6. Identify, reclassify, and provide support for English Language Learners. 7. Assist with school-parent involvement/education activities. 8. Participate in and/or provide professional development.	English Language Learners	29116.67 Title I 1000-1999: Certificated Personnel Salaries Site Resource Teacher Salary 11953.33 Title I 3000-3999: Employee Benefits Site Resource Teacher Benefits
2.3	Instructional aides will be used to perform supportive instructional tasks that facilitate the implementation of the educational program. The instructional aide will tutor pupils individually or in small groups to provide an extra layer of intervention for those students most in need. Aides will also assist with parent outreach and will support with translations.	English Language Learners	9331.66 Title I 2000-2999: Classified Personnel Salaries Instructional Aides Salaries 3530.00 Title I

				3000-3999: Employee Benefits Instructional Adie Benefits

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Throughout the 2023-2024 school year, educators effectively incorporated designated time blocks for English Language Development (ELD).

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

Teachers fully employed all strategies for English Language Development (ELD), supplementing their approach with the incorporation of Thinking Maps into their instructional toolkit.

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.

Following a meticulous evaluation of this objective, we have resolved to maintain the target of students increasing their scale score in each domain by 5%. Nevertheless, we intend to refine our approach to the ELD designated time block. We will explore the possibility of mixing students according to their English language proficiency level and provide appropriately leveled materials as needed under the support and guidance of the site resource teacher. These are delineated in strategies 2.1 and 2.2.

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.

Parent Education/Involvement
Terrace School aims to actively involve parents in the school/learning community to enhance the success of our students. By providing diverse opportunities for parental engagement throughout the academic year, we seek to foster a collaborative environment where parents, teachers, and students work together synergistically to support holistic growth and achievement.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal:
DUSD will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology, Engineering, Arts, and Mathematics and promoting higher levels of parent engagement.

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.

Terrace School recognizes the necessity to address chronic absenteeism as revealed by the significant decline in the absenteeism rate by 18.3% in 2023, dropping from 37% to 18.7%. To effectively tackle this issue, it's imperative to emphasize the role of parent involvement in contributing to improved attendance rates. Research has shown that active parental engagement can positively influence student attendance by fostering a supportive home environment, encouraging regular communication between parents and school staff, and promoting a sense of accountability for attendance. Therefore, enhancing parent involvement initiatives is crucial for sustaining the downward trend in absenteeism and ensuring that students consistently attend school, thereby maximizing their academic success and overall well-being.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority-Parental Involvement: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to: Culture and Climate, Equity, and Family and Community as measured by sign in sheets, attendance to events, logs, surveys, etc.	Based on parent sign in sheets and parent surveys less than 25% of Terrace parents participate in student activities.	Increase parent participation at a minimum of 25% participation.

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	1. Provide parents the opportunity to be involved by providing activities such as Coffee with the Principal, Title 1 Meetings, School Site Council and ELAC where various topics are discussed and parents are given the opportunity to ask questions and provide input. Meetings are held in English and Spanish. 2. Maintain a positive school culture through activities such as Fall/Spring Carnival, Winter Program, Spring Concerts etc. 3. Recognize student achievements by providing parents and students the opportunities to participate in monthly celebrations where we honor students for their academic achievements, character counts, royal readers, and honor roll. 4. Provide Parent Education events during the school year.	All students	3029.00 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Supplies, materials, incentives 13900.50 Title I 4000-4999: Books And Supplies Supplies, materials, incentives
3.2	SAT meetings will be held when needed to help support parents with intervention for under performing students or students with excessive absences. Roving subs will be provided so that teachers may participate.	All Students	3600.00 Title I 1000-1999: Certificated Personnel Salaries SAT Substitutes 824.00 Title I 1000-1999: Certificated Personnel Salaries Certificated Employee Benefits
3.3	Provide translators for parents of English Learner Students. Translators will be provided for parents during meetings, conferences, and any school function so the parents will be able to understand the information given to them during these activities.	English Language Learners	1000.00 Title I 2000-2999: Classified Personnel Salaries Translators 346.00 Title I 2000-2999: Classified Personnel Salaries Classified Employee Benefits

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The reintroduction and addition of events such as the Fall Carnival, Grandparents Day, Veteran's Day assembly, and awards assemblies offered numerous occasions for parents to engage more actively in their child's learning community. The increase in school events involving parents bolstered parental presence on campus throughout the academic year.

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

The increase in parent involvement within our student population during the 2023-2024 school year has coincided with a significant decrease in our chronic absenteeism rate, dropping from 18.7% to 2.17%. This remarkable reduction of 16.53% underscores the pivotal role that parental engagement plays in shaping our school culture and positively impacting attendance outcomes. By actively involving parents in the educational journey of their children, we have fostered a supportive environment where families, teachers, and students collaborate to prioritize consistent attendance and academic success. This outcome highlights the effectiveness of our efforts to strengthen partnerships between home and school, reaffirming our commitment to promoting a thriving learning community where every student is empowered to thrive.

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.

Building upon our commitment to enhancing parent involvement, Terrace School will expand its efforts by introducing additional activities and events aimed at fostering meaningful engagement. As part of this initiative, we will continue with our goal of hosting parent education nights focused on various academic areas. These events will provide parents with valuable insights into the curriculum, teaching methodologies, and strategies to support their child's learning at home. By offering informative sessions led by educators and specialists, we aim to empower parents with the knowledge and resources needed to actively participate in their child's education journey. Through continuous collaboration between parents and the school community, we strive to create a supportive environment conducive to student success and well-being. These adjustments will be supported by strategy 3.1.

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.

English-Language Arts
Our school's overarching objective is to establish robust foundational skills for all students spanning from Kindergarten to second grade. These foundational skills are crucial for their success in reading and performance on the CAASPP as they progress into grades three through fifth. Our specific aim is to achieve a 5-point increase on the California Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal:
DUSD will provide a world class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure students success in college and career readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement and ensure that students are ready for college, careers, and beyond.

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.

Upon reviewing our data, we observed an 8.9-point decline in the English-only student population. Furthermore, while there was an improvement among our current English learners and recently reclassified English learners, they are still averaging 73 points below the standard.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority-Pupil Achievement: performance on standardized tests and district Student Growth Reports as measured by CAASPP ELA scores in grade 3rd-5th. Also, IXL, Early Literacy Reading, and STAR ELA student growth reports will be used to measure student achievement in grades TK-5th.	Baseline/Actual Outcome Currently our Kinder ESGI Scores show: Concepts of Print: 92% Mastery Phonological Awareness: 81% Phonics and Word Recognition: 60% Currently for 1st and 2nd Grade: 59% of our students show average or above growth on either the STAR Early Literacy Assessment or STAR Reading Assessment Currently 3rd, 4th, 5th, and 6th Grade: 58% of our students showed average or above growth on their STAR Reading Assessment At the moment we have not received our CAASPP scores or taken our final STAR ELA assessment and ESGI/ARI. I will update data as it becomes available.	Kindergarten: 75% of students will meet or exceed proficiency in Foundation Skills standards K.FS 1-4 (Print Concepts, Phonological Awareness, Phonics and Word Recognition) First and Second Grade: 70% of students will show growth on the STAR Early Literacy and/or ARI assessment. Third, Fourth, and 5th Grade: 75% of students will show growth on the STAR Reading and/or ARI Assessment.

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
4.2	All staff will have access to materials and supplies for building foundational skills and enhancing student learning. This includes support materials/supplies, such as, Word Their Way consumables, Orton-Gillingham support materials, Technology, Web-Based programs. Provide reading material that has high student interest to motivate students to read for entertainment, learning, or to meet reading/academic goals. Items such as magazines, books, newspapers, web based programs, or any other high interest reading available will be provided to assist students in their reading development.	All students	15115.52 Title I 4000-4999: Books And Supplies Supplemental Materials, School Supplies, Support Materials
4.3	The Site Resource Teacher will provide expertise and support at the school site level to assist in the academic achievement and success of students who are at risk academically. The Site Resource Teacher will provide specific intervention in core	All students	29116.66 Title I 1000-1999: Certificated Personnel Salaries Site Resource Teacher Salary

	content areas as needed by students in grades TK-5th. The Site Resource Teacher will provide direct support to students and will monitor and track their progress. They will provide support to English Learners and to Immigrant students and monitor their progress after reclassification for four academic years. The Site Resource Teacher will actively participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities: 1. Provide direct services to students. 2. Design and provide intervention/enrichment to students. 3. Provide Instructional resources to support intervention and enrichment programs. 4. Identify/assist in areas of student needs and provide supplemental support for students. 5. Support Teachers with student data analysis. 6. Identify, reclassify, and provide support for English Language Learners. 7. Assist with school-parent involvement/education activities. 8. Participate in and/or provide professional development.		11953.33 Title I 3000-3999: Employee Benefits Site Resource Teacher Beneifts
4.4	Instructional aides will be used to perform supportive instructional tasks that facilitate the implementation of the educational program. The instructional aide will tutor pupils individually or in small groups to provide an extra layer of intervention for those students most in need. Aides will also assist with parent outreach and will support with translations and conducting home visits when needed.	All Students	9331.67 Title I 2000-2999: Classified Personnel Salaries Intructional Aide Salaries 3530.00 Title I 3000-3999: Employee Benefits Intructional Aide Benefits
4.5	The Accelerated Reading Program will provide all students the opportunity to read books at their level and take comprehension quizzes while enhancing their reading skills. Accelerated Reader will be provided school wide to ensure students meet academic goals in reading and comprehension. All students will have access to an online library, MyON and Freckle.	All Students	10076.00 Title I 4000-4999: Books And Supplies Accelerated Reader Computer Program License, Accelerated Reader medals and trophies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers remained consistent in utilizing the district curriculum and integrated Thinking Maps to enhance the overall efficacy of our English Language Arts (ELA) program.

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

After analyzing the data, we have opted to proceed with the implementation of the established goal.

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

Following a thorough analysis of this goal, we have decided to introduce several adjustments. Specifically, we aim for a 5-point increase in the ELA domain on the California Dashboard. Additionally, we will provide training and materials to all teachers in grades TK-5th grade in the science of reading, supplemented by ongoing professional development to ensure sustained success. These adjustments will be supported by strategy 4.2 and 4.3 through the provision of materials under the guidance and support of the site resource teacher.

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	$266,242.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$237,487.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$234,458.00
Title I Part A: Parent Involvement	$3,029.00

Subtotal of additional federal funds included for this school: $237,487.00

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $237,487.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	234458	0.00
Title I Part A: Parent Involvement	3,029	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	234,458.00
Title I Part A: Parent Involvement	3,029.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	91,773.99
2000-2999: Classified Personnel Salaries	29,341.00
3000-3999: Employee Benefits	46,449.99
4000-4999: Books And Supplies	69,922.02

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	91,773.99
2000-2999: Classified Personnel Salaries	Title I	29,341.00
3000-3999: Employee Benefits	Title I	46,449.99
4000-4999: Books And Supplies	Title I	66,893.02
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,029.00

Expenditures by Goal

Goal Number		Total Expenditures
Goal 1		67,832.16
Goal 2		67,832.16
Goal 3		22,699.50
Goal 4		79,123.18

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

0 Secondary Students

Name of Members	Role
May Zetina 661-721-5060	Principal
Corina Barajas 661-721-5060	Other School Staff
Ruby Marquez 661-721-5060	Classroom Teacher
Carmina J. Rivas 661-721-5060	Classroom Teacher
Christina Luna 661-721-5060	Classroom Teacher
Marcela Martinez	Parent or Community Member
Yeny Nunez	Parent or Community Member
Vanessa Rodriguez	Parent or Community Member
Karina Mendez	Parent or Community Member
Jacinta Solano	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, May Zetina on 5/17/24
SSC Chairperson, Corina Barajas on 5/17/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

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