

Terrace Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Terrace Elementary School
Street	1999 Norwalk Street
City, State, Zip	Delano, CA 93215-1458
Phone Number	(661) 721-5060
Principal	Maria M. Alvizo
Email Address	malvizo@duesd.org
Website	https://www.duesd.org/terrace
County-District-School (CDS) Code	15634046009393

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
Website	www.duesd.org

School Description and Mission Statement (School Year 2020-2021)

Terrace Elementary School is home to the proud Tigers. We are located at the intersection of Norwalk Street and 20th Avenue in the north central side of Delano. It is about 65 years old but the school is well maintained. Terrace currently serves 489 students, grades Transitional Kindergarten through sixth grade. We have (1) Transitional Kindergarten class. Kindergarten through fifth grades each have (3) classes, and we have (2) sixth grade classes. Our certificated support staff include a Vice Principal, a Site Resource Teacher, an Academic & Behavior Intervention Teacher, a Special Education Teacher, a Reading Intervention Teacher, a Physical Education Teacher, a Band Teacher, a Speech-Language Pathologist, a School Psychologist, and a Health Services School Nurse. Our ancillary staff includes a School Secretary, (2) clerks, and (6) instructional aides. In addition, we have an after school program Site Manager and (3) Activity & Academic instructors. More than 50% of our student population are English Language Learners and over 87% are classified as socioeconomically disadvantaged.

Terrace Elementary School staff firmly believes in ensuring that every student is provided a safe, clean, motivating learning environment, so that they can learn to their full potential. We believe in providing students the necessary instructional skills and support that will prepare them for college and career readiness. We also aim at developing responsible, caring citizens. We believe that: 1. All students are capable of learning. 2. The education of our students is a partnership between the school, students, and parents. 3. Teachers will work diligently to develop a student that can read, write, and think independently. 4. Our community includes students, parents, staff, administration, and the surrounding community.

For the 2020-2021 school year, Terrace Elementary School continues to provide daily instruction through distance learning due to COVID-19. Our goals are to continue to build foundational skills in ELA and math in grades K-2 so that they can be successful when they reach grades 3-6 as they continue to build upon those skills. Teachers will assess students using district and classroom assessments, and will use this data to progress monitor and to drive their instruction. Teachers will also continue to spiral standards throughout the year. Teachers will also be given opportunities to participate in trainings for the purpose of improving student learning including training in the area of Social Emotional Learning. This year, we have an art consultant that will be providing art lessons to students as part of our Social Emotional Learning goals. English Language Learners will continue to receive daily instruction in ELD. Our certificated support staff will continue to provide services either in class virtually, and/or by reaching out to students and parents by making home visits and/or phone calls. We continue to provide academic intervention throughout the day and after regular school hours. Our after school program continues to provide academic intervention and enrichment to our students via zoom. Our special education population continue to receive services. We also continue to monitor underperforming students through our SAT process and make necessary referrals to our district support staff when necessary. All students have been given equal access to distance learning by providing them a Chromebook, access to curriculum, materials, and supplies via drive thru distributions. Students who do not have access to the internet are provided WiFi hotspots to use at home. Parents will be given opportunities to be involved in our school community through various activities that promote a positive school culture and activities that recognize student achievement.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	95
Grade 1	66
Grade 2	72
Grade 3	70
Grade 4	79
Grade 5	96
Grade 6	57
Total Enrollment	535

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	0.6
Filipino	10.3
Hispanic or Latino	87.3
White	0.9
Two or More Races	0.6
Socioeconomically Disadvantaged	85.4
English Learners	49.5
Students with Disabilities	6.7
Homeless	1.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	24	24	22	374
Without Full Credential	1	0	1	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5, Benchmark Advance, 2015 Grade 6 McGraw-Hill Studysnyc Our Consumables, 2015	Yes	0
Mathematics	Grades K-5, Mc GrawHill, My Math, 2013 Grade 6 McGraw-Hill California Math-Your Common Core Edition, 2015	Yes	0
Science	Grades K-5, STEMtaught Grade 6, Activate Learning IQWST	Yes	0
History-Social Science	Grades K-5, California History-Social Sciences, My World Interactive, 2019 Grade 6, TCI, Ancient World, 2017	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Terrace School was originally built in 1951. The school has a total of 31 classrooms (11 permanent and 20 portable), a multipurpose facility, a library/resource building, and an administration building. Twelve of the portable classrooms are across the street from the main campus at the Terrace Annex. The multi-purpose building and additional permanent classrooms were added in 1954. Portable classrooms were constructed in 1987, 1997, 1998, and 2003.

We make great efforts to ensure that our school is clean, safe, and functional. Terrace School grounds and buildings are supervised by site administrators. Repair needs are reported promptly to the district maintenance staff. District maintenance staff ensures that the repairs needed to keep the school in good working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Maintenance, Operations, and Transportation Department works daily with the custodial staff to develop cleaning schedules to ensure clean and safe schools. This school site is in good repair. Although students are currently learning through distance learning, the departments continue to maintain the school and school grounds.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/26/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	39	N/A	43	N/A	50	N/A
Mathematics (grades 3-8 and 11)	35	N/A	33	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	14	N/A	22	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Terrace Elementary School understands the important role that parents play in their child's education; therefore, we make every effort to invite our parents to take part in our school events. We are committed to working as a team between staff, students, and parents. Due to COVID-19, many of our onsite monthly and annual activities have been postponed, but we are continuing our activities either through Zoom or school distributions. All parent meetings are being held through Zoom. Zoom links are provided on the teachers' ClassDojo, the school's ClassDojo, website, Facebook and/or the school's Google Classroom. Parent contact is also made by phone and/or home visits. Parents can contact us at 661-721-5060 with any questions. They can also contact Maria Alvizo, School Principal at 661-679-9648 or at malvizo@duesd.org.

At Terrace, we offer parents many opportunities to be part of our school community through various activities. We welcome our parents to our School Site Council and English Learner Advisory Committee (ELAC) either by being an elected member or by attending and providing input. Elected members are invited to participate in a district training where they learn more about the committee they serve. Meetings are currently held through Zoom and links are posted within 48 hours prior to the meeting. Parent/Teacher/Student conferences are held every trimester to discuss their child's progress and held through Zoom. Staff communicate with parents as needed regarding their child's progress whether it pertains to academics, behavior, attendance, or social emotional concerns. We also hold SAT (Student Assistance Team) meetings and set goals and recommendations for our struggling students. In addition, we hold activities to maintain a positive school culture and recognize student achievement. These special events include Coffee with the Principal, Halloween Trunk or Treat, Santa Drive-thru, monthly attendance incentives, materials/supplies distributions. All meetings and activities are provided in English and Spanish.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	1.7	2.5	2.9	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Terrace Elementary School Safety Plan was last annually reviewed in November 2019 and updated on January 21, 2020. For the 2020-2021 school year, due to COVID-19, instruction is currently taking place through distance learning. Although students are currently not onsite, we will continue to update and ensure safety plan procedures are still in place. The School Safety Plan is currently being updated and will be reviewed with staff and our School Site Council committee in January of 2021. This year, when return to onsite learning and are still under COVID-19, we will include steps that will be taken under the COVID-19 state guidelines. These steps include but not limited to maintaining distance, wearing a face mask, and washing hands often.

The staff at Terrace reviews and updates our school safety plan annually. Copies of the comprehensive disaster plan and evacuation routes are posted in each classroom. The Safety Plan contains roles and responsibilities of each staff member in the event of an emergency. It also includes an assessment of the current status of school crime and the identification of appropriate programs and strategies to ensure school safety. The plan addresses various procedural steps including child abuse reporting, discipline, notification to teachers regarding student suspensions and expulsions, along with other measures to promote school safety. All staff members have been instructed in first aid procedures. Terrace School students and staff practice a variety of safety drills including fire drills, earthquake drills, lock downs, CODE Blue, and bus evacuation drills

Terrace has put into place an effective supervision plan for students before, during, and after school. Morning yard duty staff are on grounds thirty minutes before students are allowed on campus. Morning and noon duty aides are assigned to supervise students on school grounds and in the cafeteria on a daily basis. School personnel supervise students during morning recesses and after school. Terrace has one main locked entrance and all visitors have to check-in at the office and are given a visitor's pass through a computer software program called Raptor before going to the classroom. The district has adopted the computer program software that will identify any known risks the individual may have prior to entering the campus through their driver's license. All students being picked up early during school hours must be signed out in the office. All kindergarten students must also be signed out on a daily basis from their classrooms after school.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		4		25		4	4	24			
1	21		3		23		3		22	1	2	
2	25		4		23		3		24	3		
3	24		4		21	2	2		23		3	
4	23		3		27		3		26		3	
5	34			2	25		3		32		3	
6					27		12		33		10	2

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	3.7

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,417.66	\$944.22	\$6,473.44	\$73,788.60
District	N/A	N/A	\$7,713.60	\$77,741
Percent Difference - School Site and District	N/A	N/A	-17.5	-1.6
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-14.8	-11.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Various support services are provided to students at Terrace School through categorical funding and other sources. Special education services are provided to students that qualify for speech and/or the mild/moderate (formerly known as RSP) program. The English Language Development Coach works with staff to provide effective instruction to students especially in the areas of English Language Arts and English Language Development. District Math coaches have provided various in-services on how to properly provide intervention for students who are not performing at grade level. District Technology coaches have also provided expertise on how to enhance lessons with the use of technology. The After School Program provides intervention in reading and math to students performing at the Below or Near Grade Level 1st-6th. The After School Program also provides homework assistance. Kindergarten Extended Day provides our kindergarten students with instruction until 2:00 p.m. The Migrant Extended Day Program provides additional instruction for migrant students in reading, writing, and mathematics twice a week after school. Terrace School also provides enrichment opportunities for our above average students with our GATE and Science Fair projects that start in October and end in March.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,315	\$51,004
Mid-Range Teacher Salary	\$75,373	\$82,919
Highest Teacher Salary	\$101,097	\$104,604
Average Principal Salary (Elementary)	\$117,972	\$131,277
Average Principal Salary (Middle)	\$122,692	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$210,893	\$230,860
Percent of Budget for Teacher Salaries	32.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	8

For the 2018-2019 school year, Terrace teachers received staff development in the areas of Common Core Standards, ELD instruction, ELPAC, and Number Talks. The areas covered in ELD were new strategies for making content comprehensible and for language acquisition. QAR strategies were reviewed for preparing students for the CAASPP. Also, one late start per month is dedicated for grade level planning.

For the 2020-2021 school year, professional development and training have been provided virtually due to COVID-19. These trainings have included platforms such as Google Classrooms, Zoom, and Screencastify. They have also included sessions pertaining to virtual instructional platforms to assist with increasing student engagement in ELA, ELD, and Math; they were also trained in the new science adoption. This year we have added IXL as an instructional and assessment tool that will assist us in monitoring student learning loss & gain. Teachers progress monitor students using assessment data such as ARI, ELB/ESGI, Accelerated Reading Star, IXL to assist them with planning and instruction. This year, staff have also attended training in the area of Social Emotional Learning (SEL): Foundation on Trauma Informed and Self Care. They also received training in a student survey pertaining to monitoring student SEL. We will continue providing staff training in the areas of instruction, assessment, data, and progress monitoring, and in the area of SEL.

