



TERRACE MIDDLE SCHOOL

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------|--------------------------------------|---|------------------------------|
| Lakeport Unified | 17640306010649 | 11/28/22 | 06/14/2023 |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

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

This SPSA also serves as Terrace Middle School's Additional Targeted Support And Improvement (ATSAI) plan.

Terrace Middle School is focusing on positive student and staff relationships while preparing students for their futures by providing rich and meaningful learning experiences that develop critical thinking skills and structuring learning environments to foster ownership over their own learning. We have been displaced and are recovering from the last two years plus.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Terrace Middle School is working to reengage all stakeholders. Parent, staff, and student surveys will continue to be implemented during the course of the 22-23 school year. We will be selecting a new Needs Assessment for the current year to hopefully better articulate the needs of the school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

TMS Administration works towards being regularly in classrooms for informal walkthroughs. We have a full time instructional coach to help assist teachers in their goals and progression as a professional. The coaching program used is very clear and usable by all teachers. It also aligns with the Principal's instructional goal. When we walk through classrooms, our focus is on student learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Terrace Middle School uses CAASPP data, STAR 360 data, Common Formative Assessments and local writing benchmarks to assess progress. Using STAR 360 and local writing benchmarks, the staff meets quarterly to adjust our Targeted Intervention delivery.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Common Formative Assessments data is used in PLC to determine changes to instruction. STAR 360 data is used quarterly in PLC to inform instruction. Formative assessments are being used in combination with mini lessons to inform instruction and accelerate learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff meets weekly on Wednesdays for Professional Development days.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Terrace Middle School currently has 92% of teachers whom are credentialed. Previous year (2020-2021) we had 95% of teaching staff who were credentialed. We will be working on instructional materials training for SBE adopted text.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our current PLC model has five teams. The entire staff, regardless of single subject status are assigned to: 4-5th Grade ELA, 4-5th Grade Math, 6-8th ELA and 6-8th Math and 6-8 Enrichment PLC teams. Teams all have Norms, SMART Goals, team identified essential standards and Common Formative Assessments. The CFA data is used to drive instructional conversations.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

LUSD provides an instructional coach whom daily and weekly meets with new and veteran teachers to improve instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

We have 5 PLC teams grades 4-8 for collaboration and grade level coordination time built in to our schedule. Our Wednesday early-release schedule provides time each week for PD structures.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Terrace Middle School uses newer adoptions in Math and ELA and are in the first year of a new science curriculum. Teachers have the PD structure or work to align instruction to curriculum. T

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Terrace Middle School adheres to recommended instructional minutes in both 4-5 and 6-8 categories.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Terrace Middle School has Targeted Intervention embedded into both the 4-5 and 6-8 Master Schedules. We also offer intervention for those students that are English Learners.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Terrace Middle School has standards based instructional materials for all students in ELA, Math, and Science.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All core instructional materials are SBE-adopted. Intervention materials are those that are derived from core instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Terrace Middle School provides a targeted and flexible intervention program Grades 4-8.

Evidence-based educational practices to raise student achievement

This includes many best practices and approaches the whole child to make sure they are ready to learn.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The district employs a Student and Family Advocate to help families get connected to staff, services, school resources and outside resources.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In the fall, Terrace Middle School has a Title 1 and Intervention Parent Night. Parents are made aware of the services that Title 1 fund with interventions and supports. We have six parent involvement and advisory groups that serve to give parents voice and information on choices of how resources are allocated.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Terrace Middle School has a targeted intervention that is funded by Title 1 grades 4-8. Terrace Middle School also has an instructional coach on site to help all teachers, but especially new teachers have more effective instruction.

Fiscal support (EPC)

The School also currently has CSI (comprehensive support and intervention) money that is to be used to improve student achievement and teacher capacity.

Educational Partner Involvement

How, when, and with whom did the 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 Single Plan for Student Achievement had stakeholder input and review from the Terrace Middle School School Site Council (SSC).

Resource Inequities

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

School and Student Performance Data

Student Enrollment 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 | 11.0% | % | 11.62% | 55 | 48 | 56 |
| African American | 1.6% | % | 2.28% | 8 | 11 | 11 |
| Asian | 1.2% | % | 0.62% | 6 | | 3 |
| Filipino | 1.2% | % | 0% | 6 | 5 | 0 |
| Hispanic/Latino | 38.1% | % | 38.17% | 191 | 193 | 184 |
| Pacific Islander | 0.2% | % | 0.21% | 1 | 0 | 1 |
| White | 40.9% | % | 41.49% | 205 | 207 | 200 |
| Multiple/No Response | 5.0% | % | 5.6% | 25 | 21 | 27 |
| Total Enrollment | | | | 501 | 486 | 482 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Grade 4 | 104 | 97 | 95 |
| Grade 5 | 120 | 91 | 99 |
| Grade 6 | 81 | 113 | 94 |
| Grade 7 | 104 | 86 | 108 |
| Grade 8 | 92 | 99 | 86 |
| Total Enrollment | 501 | 486 | 482 |

Conclusions based on this data:

1. Terrace Middle School is a diverse school where Latino students are lower in enrollment (38%) than the state average (55%) and Native Student enrollment (11%) is well above state average (0.5%).
2. Terrace Middle School is a diverse school where Latino students are near even in enrollment (38%) than the county average (37%) and Native Student (11%) enrollments is above county average (4%).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| 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 | 66 | 67 | 64 | 13.20% | 13.3% | 13.3% |
| Fluent English Proficient (FEP) | 40 | 33 | 30 | 8.00% | 6.6% | 6.2% |
| Reclassified Fluent English Proficient (RFEP) | 4 | | | 6.1% | | |

Conclusions based on this data:

1. Terrace Middle School has seen an increase of English Learners in the last year. We currently have an ELD/Intervention with two bilingual paras to support these students.
2. LUSD has brought in a Director level position to support the needs of EL students and families.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled 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 |
| Grade 3 | | | | | | | | | | | n/a | |
| Grade 4 | 97 | 97 | | 76 | 87 | | 76 | 87 | | 78.4 | 89.7 | |
| Grade 5 | 118 | 91 | | 99 | 83 | | 99 | 82 | | 83.9 | 91.2 | |
| Grade 6 | 81 | 113 | | 74 | 106 | | 72 | 106 | | 91.4 | 93.8 | |
| Grade 7 | 99 | 86 | | 83 | 75 | | 83 | 75 | | 83.8 | 87.2 | |
| Grade 8 | 83 | 99 | | 69 | 91 | | 68 | 89 | | 83.1 | 91.9 | |
| All Grades | 478 | 486 | | 401 | 442 | | 398 | 439 | | 83.9 | 90.9 | |

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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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 | | | | | | | | | | | | | | n/a | |
| Grade 4 | 2418. | 2392. | | 11.84 | 10.34 | | 19.74 | 5.75 | | 19.74 | 24.14 | | 48.68 | 59.77 | |
| Grade 5 | 2439. | 2463. | | 5.05 | 8.54 | | 21.21 | 24.39 | | 20.20 | 35.37 | | 53.54 | 31.71 | |
| Grade 6 | 2453. | 2453. | | 5.56 | 2.83 | | 12.50 | 16.04 | | 29.17 | 26.42 | | 52.78 | 54.72 | |
| Grade 7 | 2501. | 2472. | | 4.82 | 2.67 | | 28.92 | 18.67 | | 26.51 | 30.67 | | 39.76 | 48.00 | |
| Grade 8 | 2506. | 2499. | | 4.41 | 4.49 | | 23.53 | 22.47 | | 30.88 | 25.84 | | 41.18 | 47.19 | |
| All Grades | N/A | N/A | N/A | 6.28 | 5.69 | | 21.36 | 17.31 | | 24.87 | 28.25 | | 47.49 | 48.75 | |

| 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 4 | 9.21 | 5.75 | | 67.11 | 55.17 | | 23.68 | 39.08 | |
| Grade 5 | 9.09 | 12.20 | | 57.58 | 67.07 | | 33.33 | 20.73 | |
| Grade 6 | 11.11 | 7.55 | | 50.00 | 48.11 | | 38.89 | 44.34 | |
| Grade 7 | 9.64 | 6.67 | | 56.63 | 52.00 | | 33.73 | 41.33 | |
| Grade 8 | 11.76 | 6.82 | | 47.06 | 53.41 | | 41.18 | 39.77 | |
| All Grades | 10.05 | 7.76 | | 56.03 | 54.79 | | 33.92 | 37.44 | |

| 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 4 | 4.00 | 4.65 | | 44.00 | 40.70 | | 52.00 | 54.65 | |
| Grade 5 | 7.14 | 6.25 | | 43.88 | 60.00 | | 48.98 | 33.75 | |
| Grade 6 | 4.29 | 3.81 | | 32.86 | 38.10 | | 62.86 | 58.10 | |
| Grade 7 | 6.17 | 5.33 | | 55.56 | 56.00 | | 38.27 | 38.67 | |
| Grade 8 | 7.35 | 3.45 | | 44.12 | 50.57 | | 48.53 | 45.98 | |
| All Grades | 5.87 | 4.62 | | 44.39 | 48.27 | | 49.74 | 47.11 | |

| 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 4 | 11.84 | 5.75 | | 75.00 | 70.11 | | 13.16 | 24.14 | |
| Grade 5 | 5.10 | 12.20 | | 73.47 | 68.29 | | 21.43 | 19.51 | |
| Grade 6 | 8.33 | 13.21 | | 70.83 | 64.15 | | 20.83 | 22.64 | |
| Grade 7 | 9.64 | 9.33 | | 74.70 | 60.00 | | 15.66 | 30.67 | |
| Grade 8 | 8.82 | 5.68 | | 70.59 | 76.14 | | 20.59 | 18.18 | |
| All Grades | 8.56 | 9.36 | | 73.05 | 67.81 | | 18.39 | 22.83 | |

| 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 4 | 3.95 | 6.90 | | 73.68 | 52.87 | | 22.37 | 40.23 | |
| Grade 5 | 8.08 | 9.76 | | 60.61 | 63.41 | | 31.31 | 26.83 | |
| Grade 6 | 11.11 | 5.66 | | 58.33 | 66.04 | | 30.56 | 28.30 | |
| Grade 7 | 10.84 | 5.33 | | 62.65 | 60.00 | | 26.51 | 34.67 | |
| Grade 8 | 7.35 | 11.36 | | 67.65 | 61.36 | | 25.00 | 27.27 | |
| All Grades | 8.29 | 7.76 | | 64.32 | 60.96 | | 27.39 | 31.28 | |

Conclusions based on this data:

1. The Above Standards group over the time period has remained static in Overall Achievement with 1% growth. The Standards Met group over the time period dropped in Overall Achievement with 10% point difference. We have a trend of students in the Below Standard group growing over the time period with the most loss in the Research and Inquiry cluster and the least loss in the Listening cluster of skills. The Overall Achievement category has students in the Below Standard category growing by 6%. The trends indicate a regression of progress in this area from 2016-2017 to 2018-2019.
2. There was no CAASPP testing for the 19-20 school year. No public data for 20-21.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled 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 |
| Grade 3 | | | | | | | | | | | n/a | |
| Grade 4 | 97 | 97 | | 70 | 87 | | 70 | 87 | | 72.2 | 89.7 | |
| Grade 5 | 118 | 91 | | 95 | 78 | | 95 | 77 | | 80.5 | 85.7 | |
| Grade 6 | 81 | 113 | | 70 | 102 | | 70 | 101 | | 86.4 | 90.3 | |
| Grade 7 | 99 | 86 | | 85 | 72 | | 85 | 72 | | 85.9 | 83.7 | |
| Grade 8 | 83 | 99 | | 70 | 89 | | 70 | 88 | | 84.3 | 89.9 | |
| All Grades | 478 | 486 | | 390 | 428 | | 390 | 425 | | 81.6 | 88.1 | |

* 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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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 4 | 2419. | 2400. | | 4.29 | 1.15 | | 20.00 | 11.49 | | 27.14 | 32.18 | | 48.57 | 55.17 | |
| Grade 5 | 2420. | 2453. | | 2.11 | 3.90 | | 4.21 | 14.29 | | 27.37 | 31.17 | | 66.32 | 50.65 | |
| Grade 6 | 2442. | 2430. | | 2.86 | 0.99 | | 5.71 | 4.95 | | 27.14 | 31.68 | | 64.29 | 62.38 | |
| Grade 7 | 2463. | 2443. | | 2.35 | 4.17 | | 9.41 | 2.78 | | 31.76 | 25.00 | | 56.47 | 68.06 | |
| Grade 8 | 2470. | 2438. | | 8.57 | 0.00 | | 4.29 | 4.55 | | 20.00 | 20.45 | | 67.14 | 75.00 | |
| All Grades | N/A | N/A | N/A | 3.85 | 1.88 | | 8.46 | 7.53 | | 26.92 | 28.24 | | 60.77 | 62.35 | |

| 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 4 | 10.00 | 2.33 | | 37.14 | 37.21 | | 52.86 | 60.47 | |
| Grade 5 | 3.16 | 3.90 | | 29.47 | 48.05 | | 67.37 | 48.05 | |
| Grade 6 | 2.90 | 0.00 | | 34.78 | 29.70 | | 62.32 | 70.30 | |
| Grade 7 | 1.18 | 4.17 | | 45.88 | 33.33 | | 52.94 | 62.50 | |
| Grade 8 | 5.71 | 2.30 | | 41.43 | 34.48 | | 52.86 | 63.22 | |
| All Grades | 4.37 | 2.36 | | 37.53 | 36.17 | | 58.10 | 61.47 | |

| 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 4 | 5.71 | 3.45 | | 42.86 | 41.38 | | 51.43 | 55.17 | |
| Grade 5 | 3.16 | 9.09 | | 46.32 | 49.35 | | 50.53 | 41.56 | |
| Grade 6 | 2.86 | 0.99 | | 38.57 | 38.61 | | 58.57 | 60.40 | |
| Grade 7 | 3.53 | 0.00 | | 55.29 | 48.61 | | 41.18 | 51.39 | |
| Grade 8 | 5.71 | 1.14 | | 42.86 | 48.86 | | 51.43 | 50.00 | |
| All Grades | 4.10 | 2.82 | | 45.64 | 44.94 | | 50.26 | 52.24 | |

| 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 4 | 4.29 | 3.45 | | 52.86 | 44.83 | | 42.86 | 51.72 | |
| Grade 5 | 2.11 | 7.79 | | 55.79 | 50.65 | | 42.11 | 41.56 | |
| Grade 6 | 7.14 | 1.98 | | 52.86 | 58.42 | | 40.00 | 39.60 | |
| Grade 7 | 2.35 | 2.78 | | 61.18 | 58.33 | | 36.47 | 38.89 | |
| Grade 8 | 7.14 | 0.00 | | 58.57 | 56.82 | | 34.29 | 43.18 | |
| All Grades | 4.36 | 3.06 | | 56.41 | 53.88 | | 39.23 | 43.06 | |

Conclusions based on this data:

1. The Overall Achievement for the all students scores for Mathematics shows a trend of student Below Standard growing over the time period 2016-2017 to 2018-2019 from 37% to 44%. This is a weakness showing the number of students in the lowest echelon growing to nearly half of our students.
2. The weakest claim in the CCSS Data is in Concepts and Procedures section, starting at 53% and dropping to 57% of students Below Standard during the time period.
3. There was no CAASPP testing for the 19-20 school year. No Public data for 20-21.

School and Student Performance Data

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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| Grade 3 | | | | | | | | n/a |
| Grade 4 | 1464.4 | 1495.8 | 1471.9 | 1496.1 | 1456.3 | 1494.9 | 16 | 14 |
| Grade 5 | 1535.1 | 1535.4 | 1543.6 | 1531.6 | 1526.2 | 1538.9 | 19 | 13 |
| Grade 6 | 1483.9 | 1521.3 | 1483.6 | 1530.7 | 1484.0 | 1511.4 | 11 | 12 |
| Grade 7 | 1540.7 | * | 1541.5 | * | 1539.6 | * | 11 | 10 |
| Grade 8 | * | * | * | * | * | * | 9 | 10 |
| All Grades | | | | | | | 66 | 59 |

| 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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 4 | 12.50 | 7.14 | 37.50 | 42.86 | 31.25 | 21.43 | 18.75 | 28.57 | 16 | 14 |
| 5 | 36.84 | 23.08 | 15.79 | 53.85 | 42.11 | 15.38 | 5.26 | 7.69 | 19 | 13 |
| 6 | 0.00 | 8.33 | 54.55 | 41.67 | 27.27 | 33.33 | 18.18 | 16.67 | 11 | 12 |
| 7 | 27.27 | * | 27.27 | * | 36.36 | * | 9.09 | * | 11 | * |
| 8 | * | * | * | * | * | * | * | * | * | * |
| All Grades | 19.70 | 15.25 | 30.30 | 38.98 | 34.85 | 30.51 | 15.15 | 15.25 | 66 | 59 |

| 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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 4 | 37.50 | 7.14 | 43.75 | 64.29 | 0.00 | 28.57 | 18.75 | 0.00 | 16 | 14 |
| 5 | 47.37 | 53.85 | 47.37 | 30.77 | 0.00 | 15.38 | 5.26 | 0.00 | 19 | 13 |
| 6 | 9.09 | 41.67 | 63.64 | 33.33 | 9.09 | 25.00 | 18.18 | 0.00 | 11 | 12 |
| 7 | 36.36 | * | 45.45 | * | 9.09 | * | 9.09 | * | 11 | * |
| 8 | * | * | * | * | * | * | * | * | * | * |
| All Grades | 31.82 | 33.90 | 48.48 | 40.68 | 7.58 | 23.73 | 12.12 | 1.69 | 66 | 59 |

| 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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |

| | | | | | | | | | | |
|------------|-------|-------|-------|-------|-------|-------|-------|-------|----|----|
| 4 | 6.25 | 7.14 | 12.50 | 35.71 | 50.00 | 14.29 | 31.25 | 42.86 | 16 | 14 |
| 5 | 15.79 | 15.38 | 21.05 | 23.08 | 36.84 | 46.15 | 26.32 | 15.38 | 19 | 13 |
| 6 | 0.00 | 0.00 | 27.27 | 16.67 | 27.27 | 58.33 | 45.45 | 25.00 | 11 | 12 |
| 7 | 9.09 | * | 18.18 | * | 45.45 | * | 27.27 | * | 11 | * |
| 8 | * | * | * | * | * | * | * | * | * | * |
| All Grades | 7.58 | 8.47 | 19.70 | 18.64 | 37.88 | 37.29 | 34.85 | 35.59 | 66 | 59 |

| 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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 4 | 31.25 | 35.71 | 43.75 | 50.00 | 25.00 | 14.29 | 16 | 14 |
| 5 | 31.58 | 7.69 | 57.89 | 84.62 | 10.53 | 7.69 | 19 | 13 |
| 6 | 9.09 | 25.00 | 72.73 | 50.00 | 18.18 | 25.00 | 11 | 12 |
| 7 | 9.09 | * | 72.73 | * | 18.18 | * | 11 | * |
| 8 | * | * | * | * | * | * | * | * |
| All Grades | 19.70 | 22.03 | 62.12 | 62.71 | 18.18 | 15.25 | 66 | 59 |

| 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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 4 | 56.25 | 30.77 | 25.00 | 46.15 | 18.75 | 23.08 | 16 | 13 |
| 5 | 78.95 | 84.62 | 15.79 | 7.69 | 5.26 | 7.69 | 19 | 13 |
| 6 | 72.73 | 75.00 | 9.09 | 25.00 | 18.18 | 0.00 | 11 | 12 |
| 7 | 54.55 | * | 45.45 | * | 0.00 | * | 11 | * |
| 8 | * | * | * | * | * | * | * | * |
| All Grades | 62.12 | 56.90 | 27.27 | 32.76 | 10.61 | 10.34 | 66 | 58 |

| Reading 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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 4 | 6.25 | 7.69 | 37.50 | 46.15 | 56.25 | 46.15 | 16 | 13 |
| 5 | 15.79 | 15.38 | 57.89 | 61.54 | 26.32 | 23.08 | 19 | 13 |
| 6 | 0.00 | 0.00 | 36.36 | 33.33 | 63.64 | 66.67 | 11 | 12 |
| 7 | 18.18 | * | 27.27 | * | 54.55 | * | 11 | * |
| 8 | * | * | * | * | * | * | * | * |
| All Grades | 9.09 | 10.34 | 40.91 | 36.21 | 50.00 | 53.45 | 66 | 58 |

| Writing 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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 4 | 6.25 | 7.14 | 68.75 | 57.14 | 25.00 | 35.71 | 16 | 14 |
| 5 | 15.79 | 30.77 | 73.68 | 61.54 | 10.53 | 7.69 | 19 | 13 |
| 6 | 0.00 | 0.00 | 90.91 | 91.67 | 9.09 | 8.33 | 11 | 12 |
| 7 | 18.18 | * | 72.73 | * | 9.09 | * | 11 | * |
| 8 | * | * | * | * | * | * | * | * |
| All Grades | 10.61 | 8.47 | 72.73 | 77.97 | 16.67 | 13.56 | 66 | 59 |

Conclusions based on this data:

1. The ELPAC data set is insufficient to allow for the drawing of conclusions. No data since 18-19.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 502 | 66.5 | 13.3 | Students whose well being is the responsibility of a court. |
| Total Number of Students enrolled in Lakeport Unified. | 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. | |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 67 | 13.3 |
| Foster Youth | | |
| Homeless | 20 | 4.0 |
| Socioeconomically Disadvantaged | 334 | 66.5 |
| Students with Disabilities | 69 | 13.7 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 9 | 1.8 |
| American Indian | 52 | 10.4 |
| Asian | 3 | 0.6 |
| Filipino | 5 | 1.0 |
| Hispanic | 194 | 38.6 |
| Two or More Races | 22 | 4.4 |
| Pacific Islander | 1 | 0.2 |
| White | 216 | 43.0 |

Conclusions based on this data:

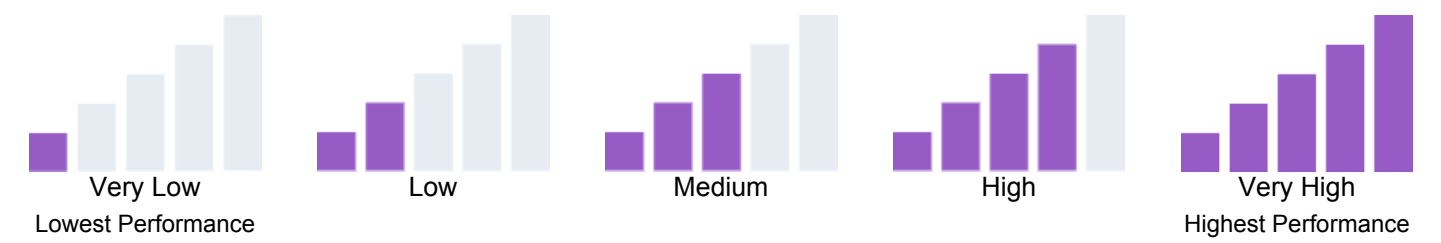
1. Terrace Middle School has a homeless population of 6.6% compared to the state's 4%. Terrace Middle School has a Socio-Economically Disadvantaged population of 70% compared to the state's 60%. Terrace Middle School has an EL population of 11% compared to the state's 20%. The data shows that Terrace Middle School is generally more Socio-Economically Disadvantaged than the California average.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|---|--|
| <div>English Language Arts</div> <div>Very Low</div> | <div>Chronic Absenteeism</div> <div>Very High</div> | <div>Suspension Rate</div> <div>High</div> |
| <div>Mathematics</div> <div>Very Low</div> | | |
| <div>English Learner Progress</div> <div>Low</div> | | |

Conclusions based on this data:

1. Terrace Middle School's single biggest need for improvement on the 2019 Dashboard is Chronic Absenteeism and suspension rate as both were red.
2. Terrace Middle School's secondary biggest need for improvement on the 2019 Dashboard is our CAASPP ELA and Mathematics scores as both were Orange.

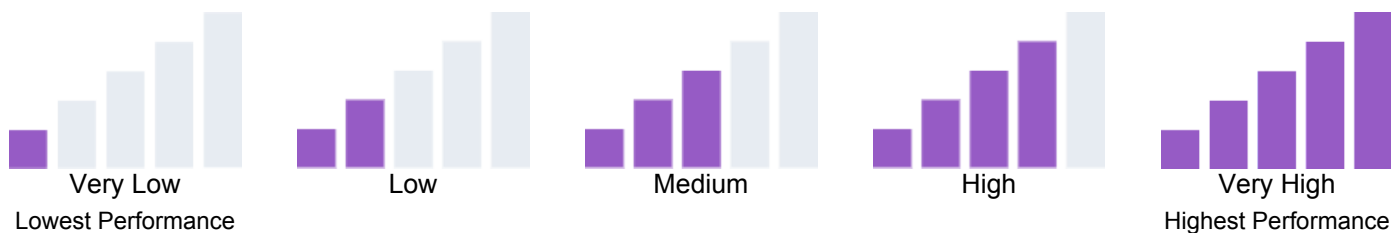
3. Dashboard data will be what our CSI process works on but with the lack of school and testing to end the 19-20 school year we will automatically qualify for next year. We will work to address these areas this year as well. The district increased .5 FTE for intervention teacher services at TMS. No data for 20-21.

School and Student Performance Data

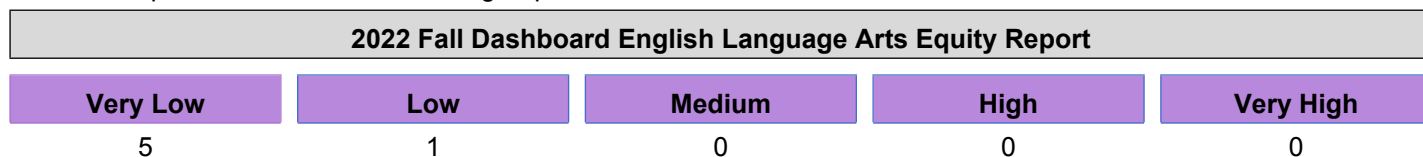
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

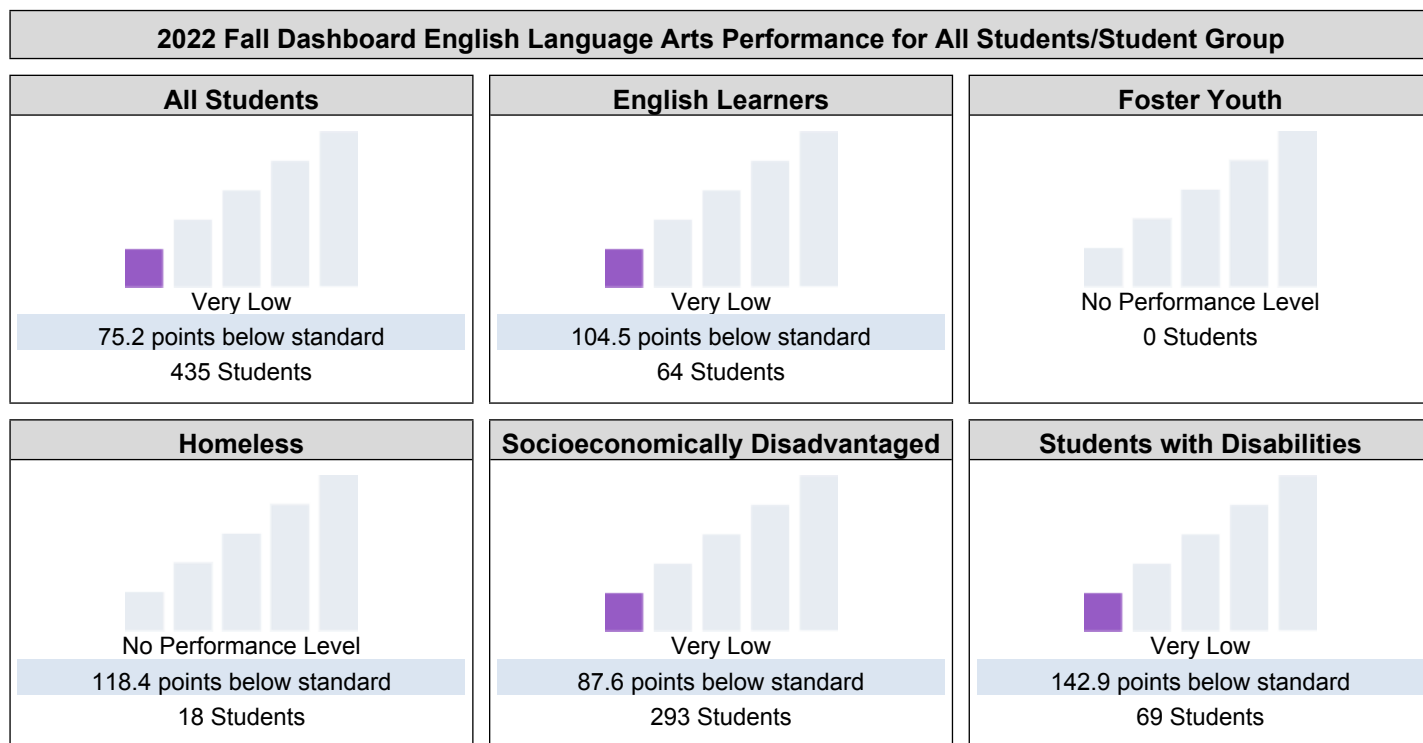
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



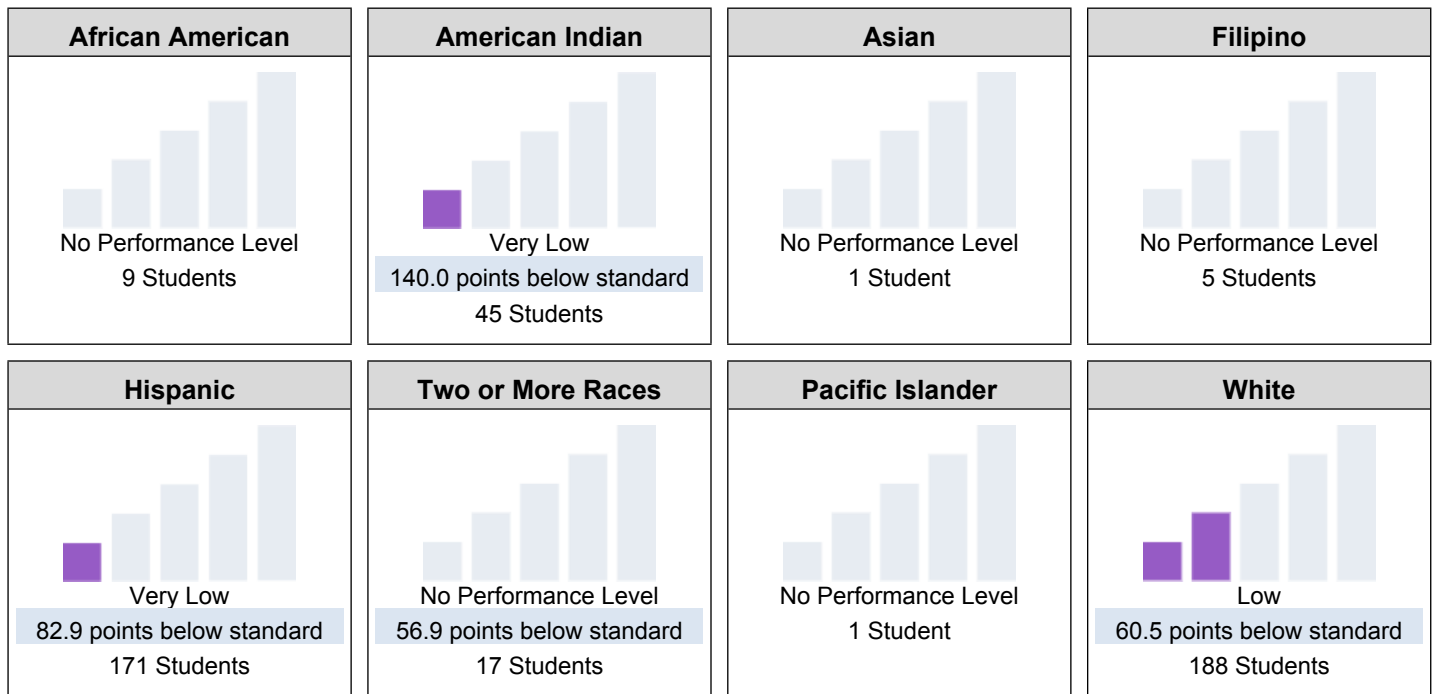
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 125.8 points below standard 51 Students | 39.3 points below standard 14 Students | 72.4 points below standard 349 Students |

Conclusions based on this data:

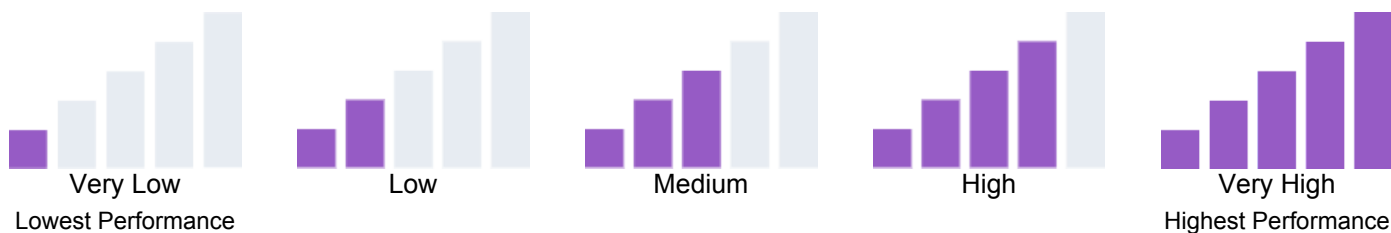
1. Terrace Middle School's biggest need for improvement on the 2019 ELA Dashboard is the academic performance of Students with Disabilities, Native Americans, and English Learners. Both groups are red on the Dashboard.
2. Terrace Middle School's secondary biggest need for improvement on the 2019 ELA Dashboard is the academic performance of Hispanic and White Students both having Orange indicators.
3. There is no Fall 2020 data to consider. The district increased .5 FTE for intervention teacher services at TMS. No data for 20-21.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



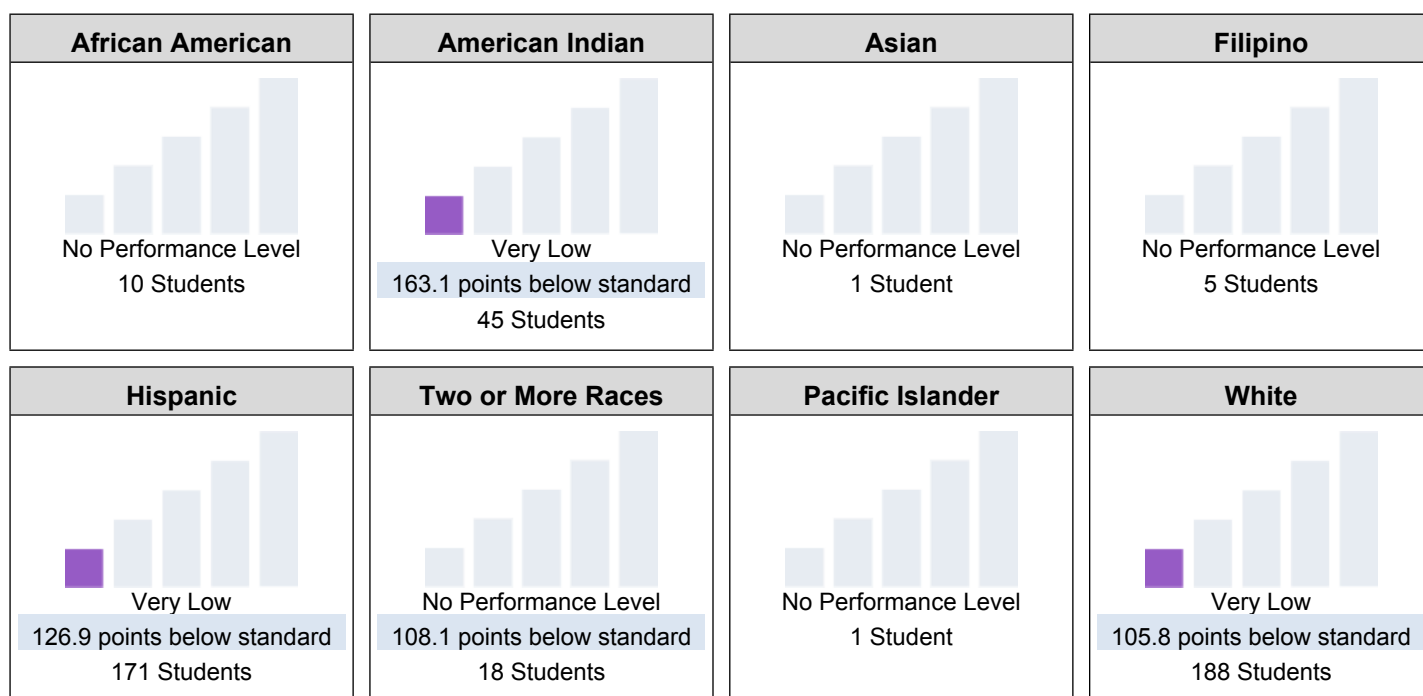
This section provides number of student groups in each level.

| 2022 Fall Dashboard Mathamtics Equity Report | | | | |
|--|-----|--------|------|-----------|
| Very Low | Low | Medium | High | Very High |
| 6 | 0 | 0 | 0 | 0 |

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

| 2022 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|---|
| All Students | English Learners | Foster Youth |
| <p>Very Low</p> <p>119.4 points below standard</p> <p>437 Students</p> | <p>Very Low</p> <p>144.2 points below standard</p> <p>64 Students</p> | |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| <p>No Performance Level</p> <p>132.3 points below standard</p> <p>18 Students</p> | <p>Very Low</p> <p>129.1 points below standard</p> <p>295 Students</p> | <p>Very Low</p> <p>180.5 points below standard</p> <p>71 Students</p> |

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| 156.0 points below standard 51 Students | 108.6 points below standard 14 Students | 115.5 points below standard 351 Students |

Conclusions based on this data:

1. Terrace Middle School's single biggest need for improvement on the 2019 ELA Dashboard is the academic performance of Native Students having a red indicator.
2. Overall, Terrace Middle School's Mathematics Dashboard Indicator is Orange, this will need to improve.
3. There is no fall 2020 data to consider. The district increased .5 FTE for intervention teacher services at TMS. No 20-21 data.

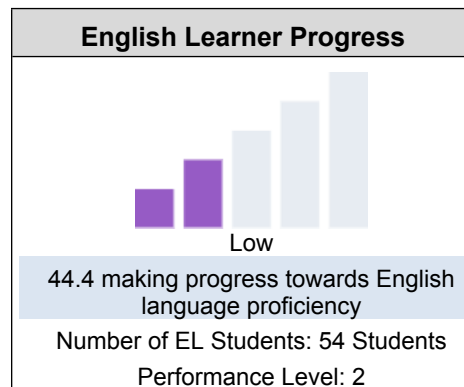
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 16.7% | 38.9% | 1.9% | 42.6% |

Conclusions based on this data:

1. This data is ok but we see only 2 more students increasing a level as compared to the decreased a level category.
2. Terrace Middle School can work on reducing the number of students in Level 2.
3. No 2020 - 21 data.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

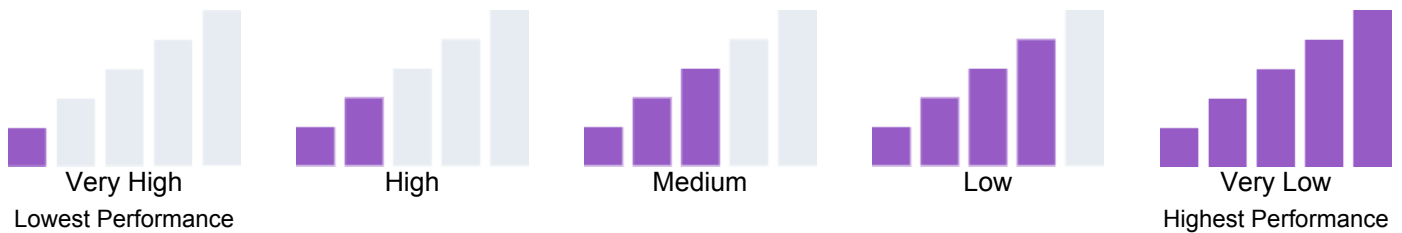
1. Terrace Middle School does not participate in this dashboard.
2. This is not applicable.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



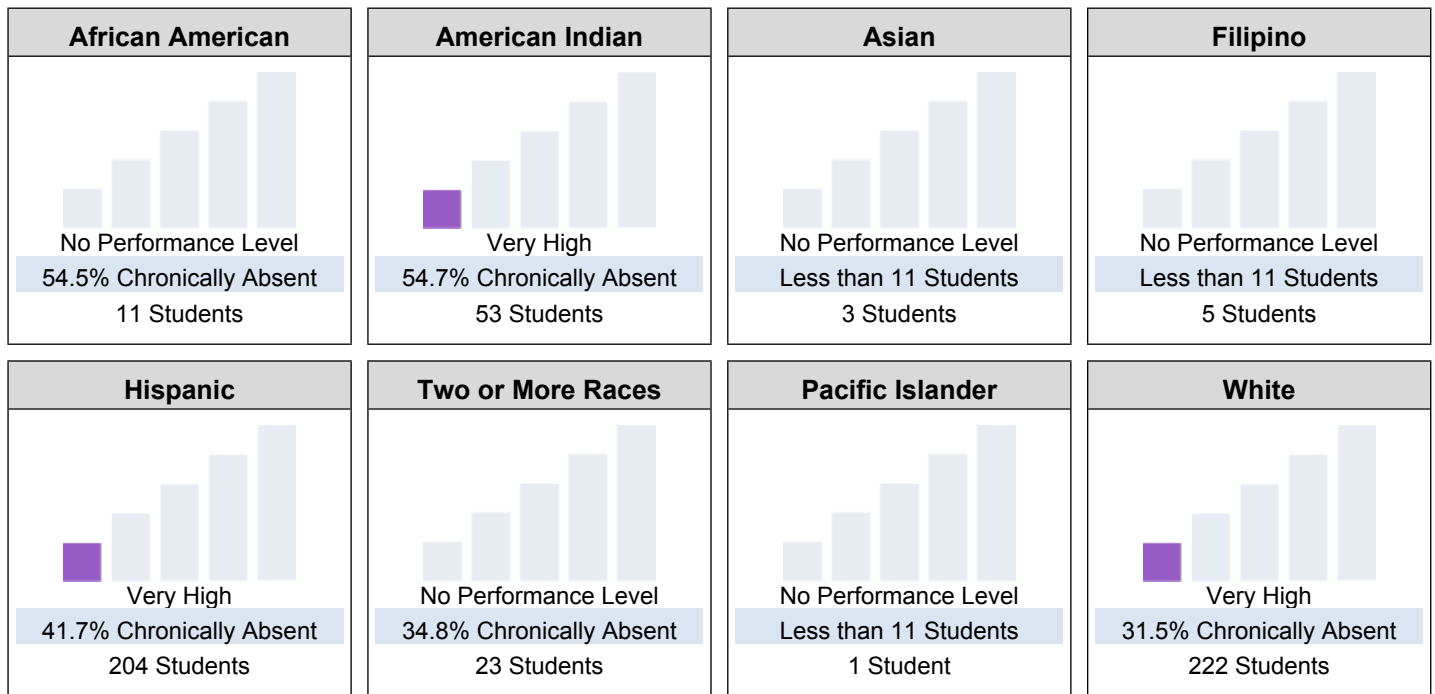
This section provides number of student groups in each level.

| 2022 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|------|--------|-----|----------|
| Very High | High | Medium | Low | Very Low |
| 6 | 0 | 0 | 0 | 0 |

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.

| 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | | | | |
|--|---|---|--|--|---|
| All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| <p>Very High</p> <p>38.3% Chronically Absent</p> <p>522 Students</p> | <p>Very High</p> <p>35.7% Chronically Absent</p> <p>70 Students</p> | <p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>No Performance Level</p> <p>63% Chronically Absent</p> <p>27 Students</p> | <p>Very High</p> <p>44.9% Chronically Absent</p> <p>361 Students</p> | <p>Very High</p> <p>49.4% Chronically Absent</p> <p>81 Students</p> |

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Terrace Middle School's single biggest need for improvement on the 2019 Chronic Absenteeism Dashboard is the overall numbers of Chronically Absent Students with 17% of students showing Chronically Absent. All but one student group had a red Indicator.
2. New data from the state is not reportable as COVID-19 Shutdown ruined attendance data.
3. No public data for 20-21. Not shared.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

| | | | | |
|--------------------------------|-----|--------|------|----------------------------------|
| Very Low Lowest Performance | Low | Medium | High | Very High Highest Performance |
|--------------------------------|-----|--------|------|----------------------------------|

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

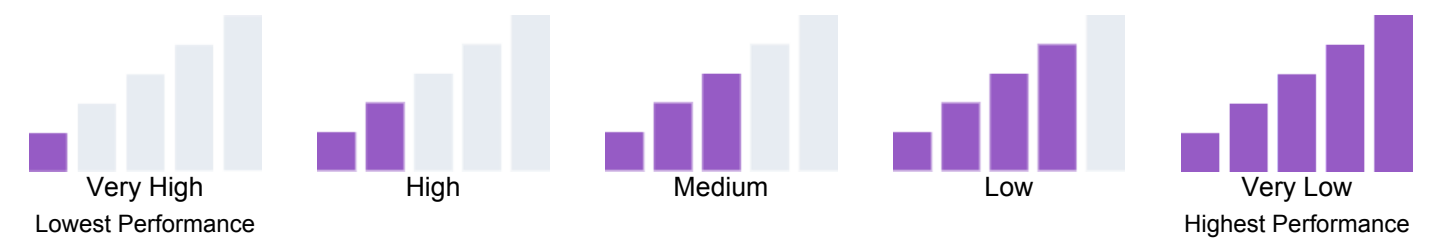
1. Terrace Middle School does not participate in this dashboard.
2. Not applicable for TMS.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

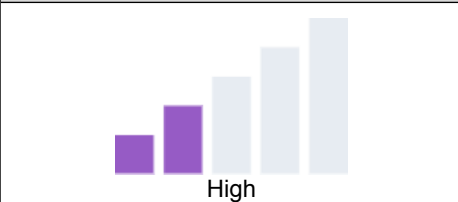
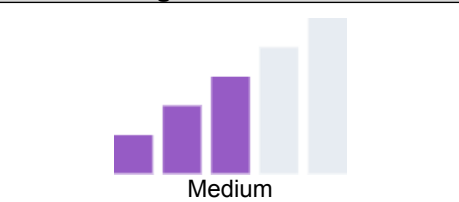
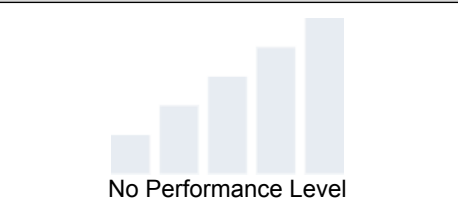
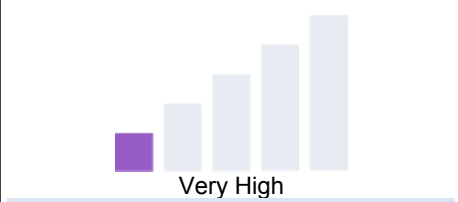
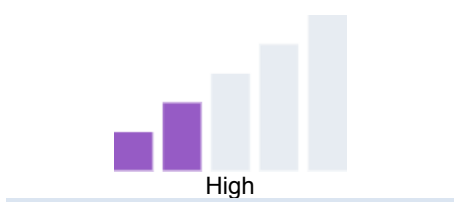
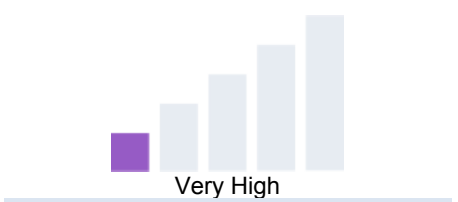
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



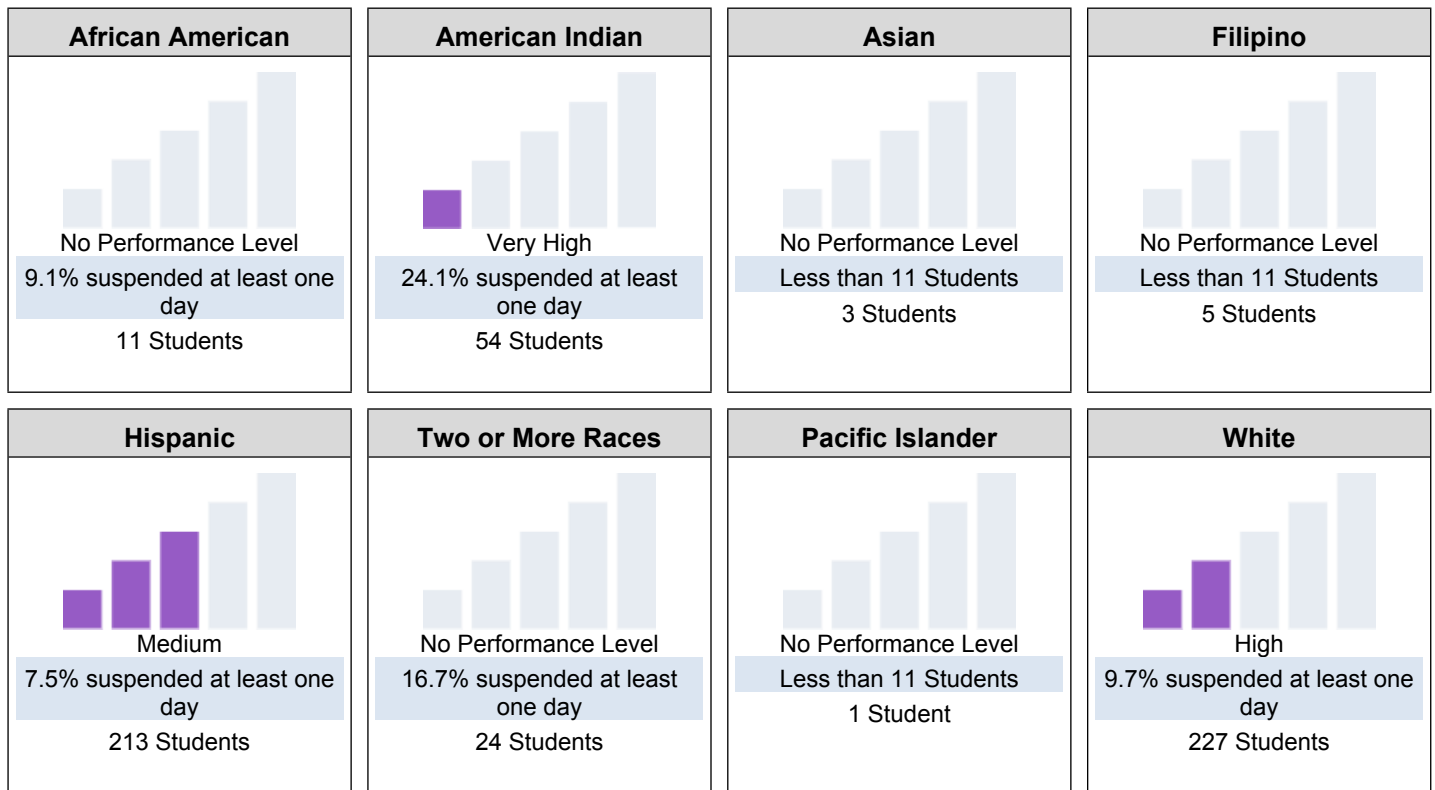
This section provides number of student groups in each level.

| 2022 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|------|--------|-----|----------|
| Very High | High | Medium | Low | Very Low |
| 3 | 2 | 2 | 0 | 0 |

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.

| 2022 Fall Dashboard Suspension Rate for All Students/Student Group | | | | | |
|---|--|--|--|---|--|
| All Students | | English Learners | | Foster Youth | |
|  | |  | |  | |
| High | | Medium | | No Performance Level | |
| 10.4% suspended at least one day | | 4.1% suspended at least one day | | Less than 11 Students | |
| 538 Students | | 74 Students | | 1 Student | |
| Homeless | | Socioeconomically Disadvantaged | | Students with Disabilities | |
|  | |  | |  | |
| Very High | | High | | Very High | |
| 25% suspended at least one day | | 10.7% suspended at least one day | | 18.8% suspended at least one day | |
| 32 Students | | 375 Students | | 85 Students | |

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Terrace Middle School's single biggest need for improvement on the 2019 Suspension Dashboard is the suspension rate of all reportable categories.
2. The Overall Terrace Middle School Dashboard Indicator in this area is Red.
3. No public data for 2020-21. Suspensions and expulsions were considerably less being on distance learning (COVID-19)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Growth

LEA/LCAP Goal

Lakeport Unified School District prioritizes growth as an organization. We strive to maximize student and staff growth on a daily basis. Growth will be measured through a holistic approach grounded in an equitable, diverse and inclusive environment that includes, but is not limited to, the following elements.

Emotional and Physical Wellness

Resiliency

Stress Management

Exercise and Activity

Healthy Choices

Intellectual Wellness

Literacy Development

Curiosity and Creativity

Critical Thinking

Engagement

Social Wellness

Support Network

Relationships

Mentor / Advisor

Global Citizenship

Goal 1

Key Objectives of SPSA: Based on the LEA Goals, identify and briefly summarize key objectives of this year's SPSA.

Growth: Lakeport Unified School District prioritizes growth as an organization. We strive to maximize student and staff growth on a daily basis. Growth will be measured through a holistic approach grounded in an equitable, diverse and inclusive environment that includes, but is not limited to emotional and physical wellness, intellectual wellness, and social wellness.

Identified Need

The need of the goal is based on the increase in negative student behaviors on campus and in classrooms, the amount of punitive measures that have been documented, as well as the lack of programs / support in place to support students in their academic and social endeavors.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Terrace Middle School will work on a decrease Office Discipline Referrals. TMS will collect and utilize referral and behavior intervention

TMS staff issued 907 total Office Discipline Referrals during the 2021-2022 school year.

Terrace Middle School will decrease the amount of Office Discipline Referrals, Student Suspensions from School as well as an increase in student

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| information to help reduce behaviors. | | and staff celebrations and opportunities to have fun. TMS will see more joy and school pride. |
| TMS will increase the amount of student and staff celebrations as well as opportunities to have fun. | TMS did not have Spirit Assemblies to start the 2022-2023 school year. TMS had limited Monthly Awards Assemblies that started late in the 2021-2022 school year. | Reduction of student disruption of academic progress and reduction of unsafe behaviors. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1 TMS will create and facilitate regular student assemblies (Monthly Awards Assemblies and Spirit Assemblies) in order to provide outlets for the students to be recognized and honored by their peers as well as by TMS Staff. These efforts will provide positive outlets for students and staff to cheer for each other and to cultivate school pride.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.2 TMS staff will improve and increase the quality and quantity of positive relationships with students. TMS Staff will Greet all students as they enter classrooms and share positive

affirmations such as "It is good to see you". TMS Staff will look to transact with students in a manner which does not make the matter or situation at hand worse or escalate it in any manner.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.3 TMS Staff will partner with all LUSD sites in their work with Grace Dearborne and Associates. Teaching with trauma in mind will be the focus during the professional development sessions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.4 Social Emotional Wellness of students will be addressed in a newly established "Wellness Center". This space will ideally be a safe place for TMS student in crisis, need, and/or as a reward or celebration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.5 TMS will reopen the "Student Store" and reestablish the use of the TMS "Viking Voucher". The vouchers will be awarded to students by staff for positive efforts and behaviors. The store will allow students to "spend" their vouchers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement

LEA/LCAP Goal

LUSD shall foster multimode communication to engage and inform all educational partners, and develop critical learning pathways that actively engage students in their learning experiences.

Goal 2

TMS shall foster multimode communication to engage and inform all educational partners, and develop critical learning pathways that actively engage students in their learning experiences.

Identified Need

Engagement: Lakeport Unified School District recognizes the importance of students, staff, families and community members.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| We will create a safe and inclusive environment utilizing traditional disciplinary practices enhanced with MTSS and Restorative Practices. | 22-23 School year will see a commitment | Reduction of student disruption of academic progress and reduction of unsafe behavior. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 MTSS Implementation Efforts to Increase Academic And Behavioral Student Support
Continue staff development training re: MTSS/ Restorative best practices to decrease student behavior problems and increase student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.2 Benchmark Assessments and Universal Screener

Renaissance “Star 360”-Universal Screener to inform and target our intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Support classroom teachers in their efforts to present academic content, assess student learning, and manage their classroom practice.

TMS Academic Coach to be used in classroom in order to support teachers. This will be most important with 12 new teachers at TMS (12 new teachers out of 26).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Achievement

LEA/LCAP Goal

LUSD will improve all student group achievement levels in English Language Arts & Mathematics.

Goal 3

TMS will improve all student group achievement levels in English Language Arts & Mathematics.

Identified Need

TMS identifies the need to improve student achievement in English Language Arts and Mathematics for the following student groups: American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| We will continue to improve our parent involvement and increase communication with parents/guardians. Back to school night, parent teacher conferences and parent surveys will be used to monitor our progress. TMS and LUSD have seen a drop in the parent engagement and participation since COVID-19 & Distance Learning. Student attendance and engagement has also been a struggle since this timeframe. | <p>Back to School Night *** No data collected 2016-2018 2019-2020 Back to School Night 68% 2020-2021 Back to School Night 16% (BTSN was done Via Zoom because of COVID 19) 2021-2022 Back to School Night was done before school. It was highly attended but not documented exactly how many came.</p> <p>Parent Conferences *** No data collected 2015-2018 2019-2020 68% (PSPS event effecting this) 2020 - 2021 was done virtually 2021-2022 took place during the week of October 18th. They were widely attended and deemed successful.</p> | Parent involvement and communication satisfaction will increase. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| | <p>Parent groups such as Site Council, PTO, and other parent groups have seen a decided dip in attendance and participation.</p> <p>Parent Surveys need to be implemented</p> | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 Parents will be given information about different parent nights that will happen throughout the school year. They will be academic focused and fun to help engage families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.2 Parents will be reached via Facebook and Aeries Parent Square.
Weekly Updates from TMS Administration and regular FB posts will help to keep parents informed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.3 School will implement AVID site wide for all students to increase academic performance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$183,262.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$190,176.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$ |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|-------------------------|-----------------|

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|----------------|--------|
|----------------|--------|

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|--------|
|------------------|--------|

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|----------------|--------|
|------------------|----------------|--------|

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
|-------------|--------------------|

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

| Name of Members | Role |
|-----------------|----------------------------|
| Shane Lee | Principal |
| Tyler Gentry | Classroom Teacher |
| Elizabeth Horat | Parent or Community Member |
| Nicole Wells | Parent or Community Member |
| Andre Cook | Parent or Community Member |
| Kayli Carter | Other School Staff |

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 |
|---|----------------------------------|
| 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 10/4/21.

Attested:

| |
|--|
| Principal, Shane Lee on 12/5/22 |
| SSC Chairperson, Andre Cook on 12/5/22 |

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

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

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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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