School Year: **2023-24**

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
Sun Terrace Elementary School	07-61754-6004329	November 2, 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

Additional Targeted Support and Improvement

Sun Terrace has been identified as an ATSI school based on low test performance in English Language Arts and Mathematics. As well as a "very high" rate of absenteeism for five student groups: Hispanic/Latinx, Social-economically Disadvantaged, Two or More Races, White, Students with Disabilities.

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.

Sun Terrace will provide transparency to all stakeholders including parents, staff and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula and Title One, as they relate to improving academic performance for all students. Sun Terrace staff is committed to providing learning acceleration, scaffolded learning and grade level standards based instruction to all students.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....5
Analysis of Current Instructional Program....5
Educational Partner Involvement 9
Resource Inequities 9
School and Student Performance Data 11
Student Enrollment....11
CAASPP Results....13
ELPAC Results 17
Student Population....20
Overall Performance 22
Academic Performance....24
Academic Engagement 30
Conditions & Climate....33
Goals, Strategies, & Proposed Expenditures....35
Goal 1....35
Goal 2....40
Goal 3....44
Goal 4....48
Goal 5....52
Budget Summary 53
Budget Summary 53
Other Federal, State, and Local Funds 53
Budgeted Funds and Expenditures in this Plan 54
Funds Budgeted to the School by Funding Source....54
Expenditures by Funding Source 54
Expenditures by Budget Reference 54
Expenditures by Budget Reference and Funding Source 54
Expenditures by Goal 55
School Site Council Membership 56
Recommendations and Assurances 57

Instructions....58
Instructions: Linked Table of Contents....58
Purpose and Description....59
Educational Partner Involvement....59
Resource Inequities....59
Goals, Strategies, Expenditures, & Annual Review....60
Annual Review....61
Budget Summary....62
Appendix A: Plan Requirements....64
Appendix B:....67
Appendix C: Select State and Federal Programs....69

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).

2021-22 School Year - Next survey will be completed in Winter of 2023:
Parent Involvement
77% Promotion of parental involvement
100% School encourages me to be an active partner
100% School actively seeks the input of parents
100% Parents feel welcome to participate at this school

Communication
75% of parents think they are well informed about activities.
88% Teachers communicate with parents about what students are expected to learn in class.
71% think communication around their child's academics is good.

Academics & Learning Support
88% of parents think the school promotes academic success for all students.
100% think the environment is supportive and inviting.
88% of parents think we provide high quality instruction and motivates students to learn.
100% of parents think teachers go our of their way to help the students, and have high expectations for the students.

Safety
75% of parents think the school is a safe place for parents.
76% of parents say that we provide counseling and quality support for social or emotional needs.
85% say the school helps students resolve conflicts.
100% say we do not have a problem with drugs or alcohol.
0% of the parents think the school could be cleaner.

Respect and Cultural Sensitivity
88% say we treat students with respect encourage students to care about one another and respect all cultural beliefs and practices
63% say that Sun Terrace provides instructional materials that reflect my child’s culture, ethnicity and identity.

Staff Surveys
88% of teachers agree that staff collaborate on regular basis
94% of teachers agree that Sun Terrace promotes academic success for all students.
94% of teachers agree that Sun Terrace is a supportive and inviting place to work for staff.

Parent Data collected Informally Via Google Survey 10/2023:
Parent Involvement
100% of Respondents report being welcome at school.
100% of Respondents report having opportunities to be involved at the school.
100% of Respondents think that Sun Terrace actively seeks input from parents.

Communication
100% of Respondents feel well informed about school activities.
100% of Respondents think communication around their child's academics is good.

Academics and Learning Support
100% of Respondents think that our teachers go out of their way to help the students, and have high expectations for the students.

Safety
100% of Respondents report that they feel Sun Terrace is a safe place for students
100% of Respondents report that the school helps students resolve conflicts.

Respect and Cultural Sensitivity
100% of Respondents report that we treat students with respect and encourage students to care about one another and respect all cultural beliefs and practices.
100% of Respondents report that Sun Terrace provides instructional materials that reflect my child's culture, ethnicity and identity.

Classroom Observations

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

Every classroom is visited at a minimum of 2 times a month. Twelve teachers are scheduled to be evaluated this year, which will increase classroom observations. In addition Sun Terrace will be participating in Learning Acceleration Walk Through Observations that will allow teachers to observe other teachers, specifically in the area of mathematics. These observations will help support our Learning Acceleration districtwide initiative. Data will be collected during these rounds both onsite and offsite throughout the school year.

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)

2022-2023 Student Data

I Ready
Scale score movement from our baseline diagnostic in the Fall of 2022 compared to our end of year diagnostic in Spring.
ELA schoolwide students went from 20% at or above grade level to 35%.
Math schoolwide students went from 3% at or above grade level to 26%.

ELA-percent movement from baseline Diagnostic to end of year diagnostic given at or above grade level.
grade 1-3% to 13% .
grade 2-12% to 40%
grade 3-47% to 58%
grade 4- 14% to 19%
grade 5-18% to 36%

MATH-percent movement from baseline Diagnostic to end of year diagnostic given at or above grade level.
grade 1-0% to 17%.
grade 2-7% to 31%..
grade 3-2% to 40%.
grade 4-5% to 28%.
grade 5-4% to 24%

CASSPP
ELA
All Grades 24% of students met or exceeded grade level standards

Math
All Grades 24% of students met or exceeded grade level standards

Reading Intervention--Total students served 42 weekly for the school year.
1st grade- 8 students
2nd grade- 13 students
3rd grade- 9 students
4th grade- 9 students
5th grade- 3 students

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

Along with assessments mentioned above, additional assessments were used such as DRA, AR, teacher generated tests, etc...The data gathered from these sources help guide our SST meetings along with creating Tier 2 & 3 intervention groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sixteen teachers at Sun Terrace Elementary meet state credentialing requirements. One teacher holds an intern credential and is enrolled in a credential program.

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

Teachers receive PD through district, site opportunities and various outside conferences. There are 2 embedded teacher professional development release days built into the school year. Teachers are also given release days to collaborate on data and lesson planning when approved. They also may participate in opportunities for outside PD.

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

Teachers are attending various professional development workshops in order to support standards based instruction and our new science adopted magnet program. Professional Development is determined by the teachers needs and support through our Educators Effectiveness grant.

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

Tier 2 & 3 intervention
Reading intervention/STEM .70 FTE
Release time for collaboration and assessment when approved.
40% Counselor

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

Teachers meet 2 times a month to collaborate and plan.

Teaching and Learning

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

Sun Terrace Elementary uses the district adopted curriculum along with teacher supplemented resources i.e., Bridges Math, Wonders, EIE, PLTW Carolina Science.

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

Daily instructional minutes are based on state and board requirements. Total minutes for reading/language arts and math are met.

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

Essential standards for ELA and Math are established by the district. Grade level collaboration occurs at a minimum 2 times a month.

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

The district has provided state adopted materials to be used school wide. Additional supplemental materials have been purchased by the site. (Bridges Math)

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

The school uses the state and standards aligned instructional materials directed by the district.

Opportunity and Equal Educational Access

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

Accelerated learning strategies, direct instruction, centers, small group, push in support, intervention and ELD.

Evidence-based educational practices to raise student achievement

Accelerated learning strategies, Intervention, collaboration both teacher and student, CARE Team, project based learning, small group instruction, resource program, use of technology.

Parental Engagement

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

PTA, SSC, ELAC, ILT (Instructional Leadership Team), Student ILT , volunteer opportunities, CARES program, Mt. Diablo Adult Education, Mt. Diablo Education Foundation, The Bay Church, Volunteer readers, Diablo Assistance League, Yours Humanly and Counselor.

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)

Parents, community members and students give input in the development of our SPSA in SSC, PTA , ELAC, ILT and Student ILT. Teachers and students contribute during monthly leadership meetings.

Funding

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

0.5 Intervention teacher who supports Tier II students.
0.2 Stem teacher that helps with the implementation of STEM.
0.8 Community Services Assistant to support students, families and community.

Fiscal support (EPC)

Title 1
LCFF
General Fund
Grants
Site Discretionary

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

School Staff met on August 10th @ 8:00 AM and October 9th @ 8:00 AM to Review current SPSA goals and expenditures.
School Site Council met on October 3rd @ 3PM to review current SPSA goals and expenditures.
Parent Teacher Association on October 9th @ 5PM to review current SPSA goals and expenditures.
English Learner Advisory Committee on October 26th @ 8:15AM to review current SPSA goals and expenditures.
School Site Council met on 11/2/2023 to approve SPSA goal and expenditures.

Resource Inequities

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

Sun Terrace Elementary is 53.4% free and reduced lunch and has an English Learner population of over 25.4%. All students have access to technology through devices provided to them by the school.
Our students are making academic progress, but our CAASPP Scores need to improve in Mathematics and English Language Arts.
A majority of our staff do not speak the predominant language of our families. (Spanish)
Our students and families still need support to access community based programs that include: Navigating Medical services, Adolescent Mental Health resources and Community Food Bank Programs etc.

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	%	0.26%	0%		1	0
African American	4.1%	2.36%	3.02%	18	9	11
Asian	2.7%	2.62%	1.1%	12	10	4
Filipino	5.4%	5.50%	4.95%	24	21	18
Hispanic/Latino	54.2%	54.71%	56.87%	239	209	207
Pacific Islander	3.2%	2.88%	1.37%	14	11	5
White	11.3%	9.95%	9.07%	50	38	33
Multiple/No Response	9.5%	7.07%	7.69%	42	27	28
			Total Enrollment	441	382	364

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	73	59	80
Grade 1	62	56	36
Grade 2	68	52	62
Grade3	65	73	60
Grade 4	91	57	71
Grade 5	82	85	55
Total Enrollment	441	382	364

Conclusions based on this data:

1. School year enrollment data 2021-2022 to 2022-2023 shows a decline in enrollment of 18; a similar comparison from 2020-202 to 2021-202 shows a decline in enrollment of 59.
2. The data suggests that enrollment drops from 2021-2022 compared to 2022-2023 were consisitant across all sub groups.

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	97	97	88	22.0%	25.4%	24.2%
Fluent English Proficient (FEP)	45	41	29	10.2%	10.7%	8.0%
Reclassified Fluent English Proficient (RFEP)	8			8.2%		

Conclusions based on this data:

1. R-FEP students have trended on the decline over the past three years.
2. English Learner enrollment has decreased 1.2% from 2021-2022 to 2022-2023.
3. A decrease of FEP students of 2.7% percent from 20201-22 to 2022-2023.

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	64	74	67	36	69	63	36	68	63	56.3	93.2	94.0
Grade 4	92	58	70	51	55	66	49	55	66	55.4	94.8	94.3
Grade 5	83	87	57	59	85	57	58	85	57	71.1	97.7	100.0
All Grades	239	219	194	146	209	186	143	208	186	61.1	95.4	95.9

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	2365.	2331.	2368.	5.56	4.41	4.76	19.44	4.41	22.22	27.78	20.59	25.40	47.22	70.59	47.62
Grade 4	2399.	2389.	2363.	8.16	0.00	3.03	12.24	14.55	10.61	20.41	20.00	12.12	59.18	65.45	74.24
Grade 5	2434.	2433.	2447.	6.90	3.53	7.02	12.07	20.00	21.05	29.31	29.41	26.32	51.72	47.06	45.61
All Grades	N/A	N/A	N/A	6.99	2.88	4.84	13.99	13.46	17.74	25.87	24.04	20.97	53.15	59.62	56.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13.89	2.94	3.17	52.78	55.88	61.90	33.33	41.18	34.92
Grade 4	4.17	7.27	1.52	62.50	49.09	43.94	33.33	43.64	54.55
Grade 5	3.45	7.06	8.77	51.72	56.47	63.16	44.83	36.47	28.07
All Grades	6.34	5.77	4.30	55.63	54.33	55.91	38.03	39.90	39.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.03	4.41	3.17	51.52	22.06	55.56	45.45	73.53	41.27
Grade 4	4.65	1.82	1.52	46.51	47.27	34.85	48.84	50.91	63.64
Grade 5	3.57	3.53	8.77	51.79	49.41	50.88	44.64	47.06	40.35
All Grades	3.79	3.37	4.30	50.00	39.90	46.77	46.21	56.73	48.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.11	7.35	4.76	72.22	66.18	76.19	16.67	26.47	19.05
Grade 4	4.17	3.64	0.00	64.58	70.91	69.70	31.25	25.45	30.30
Grade 5	12.07	8.24	15.79	79.31	70.59	57.89	8.62	21.18	26.32
All Grades	9.15	6.73	6.45	72.54	69.23	68.28	18.31	24.04	25.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.33	5.88	6.35	61.11	45.59	58.73	30.56	48.53	34.92
Grade 4	4.08	0.00	3.03	71.43	74.55	46.97	24.49	25.45	50.00
Grade 5	1.72	5.88	7.02	65.52	56.47	70.18	32.76	37.65	22.81
All Grades	4.20	4.33	5.38	66.43	57.69	58.06	29.37	37.98	36.56

Conclusions based on this data:

1. Overall participation in CAASPP Reading declined by 37.2 percent for the 2020-21 school year.

2. Overall acievement in the CAASPP Reading for students at or above standard was 20.98 percent in 2020-21. There was a derease from 2019-2020 of 1.94 percent.

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	64	74	67	34	66	61	33	66	61	53.1	89.2	91.0
Grade 4	92	58	71	52	56	69	51	55	69	56.5	96.6	97.2
Grade 5	83	87	58	54	84	58	54	84	58	65.1	96.6	100.0
All Grades	239	219	196	140	206	188	138	205	188	58.6	94.1	95.9

* 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	2387.	2338.	2404.	3.03	3.03	9.84	15.15	6.06	31.15	39.39	19.70	24.59	42.42	71.21	34.43
Grade 4	2409.	2401.	2376.	1.96	3.64	2.90	7.84	3.64	10.14	43.14	38.18	15.94	47.06	54.55	71.01
Grade 5	2443.	2405.	2425.	1.85	0.00	3.45	7.41	7.14	6.90	35.19	19.05	25.86	55.56	73.81	63.79
All Grades	N/A	N/A	N/A	2.17	1.95	5.32	9.42	5.85	15.96	39.13	24.39	21.81	49.28	67.80	56.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.09	3.03	9.84	36.36	36.36	55.74	54.55	60.61	34.43
Grade 4	6.00	5.45	2.90	36.00	36.36	27.54	58.00	58.18	69.57
Grade 5	0.00	2.38	3.45	40.74	26.19	29.31	59.26	71.43	67.24
All Grades	4.38	3.41	5.32	37.96	32.20	37.23	57.66	64.39	57.45

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.06	6.06	16.39	60.61	28.79	49.18	33.33	65.15	34.43
Grade 4	1.96	3.64	7.25	58.82	47.27	23.19	39.22	49.09	69.57
Grade 5	5.56	0.00	3.45	48.15	46.43	44.83	46.30	53.57	51.72
All Grades	4.35	2.93	9.04	55.07	40.98	38.30	40.58	56.10	52.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.03	4.55	14.75	78.79	36.36	52.46	18.18	59.09	32.79
Grade 4	1.96	3.64	4.35	56.86	47.27	44.93	41.18	49.09	50.72
Grade 5	1.85	0.00	1.72	59.26	46.43	56.90	38.89	53.57	41.38
All Grades	2.17	2.44	6.91	63.04	43.41	51.06	34.78	54.15	42.02

Conclusions based on this data:

1. Overall participation in CAASPP math declined by 41 percent for the 2020-21 school year.
2. Overall acievement in the CAASPP Math for students at or above standard was 20.98 percent in 2020-21. There was a derease from 2019-2020 of 7.54 percent.

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 K	1430.0	1408.2	1449.0	1426.1	1385.7	1366.0	15	11
Grade 1	1449.3	1441.4	1476.1	1451.3	1422.0	1431.0	12	15
Grade 2	1429.1	1492.8	1436.0	1515.8	1421.9	1469.3	20	12
Grade 3	1473.2	1427.3	1480.4	1459.7	1465.5	1394.5	22	23
Grade 4	1497.8	1469.7	1503.0	1503.4	1492.1	1435.3	23	20
Grade 5	1501.7	1515.9	1515.7	1528.6	1487.4	1502.6	23	21
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
All Grades							115	102

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
K	13.33	0.00	26.67	54.55	46.67	36.36	13.33	9.09	15	11
1	8.33	6.67	33.33	26.67	33.33	33.33	25.00	33.33	12	15
2	5.00	25.00	20.00	41.67	55.00	16.67	20.00	16.67	20	12
3	0.00	4.35	25.00	26.09	60.00	34.78	15.00	34.78	20	23
4	9.09	15.00	40.91	30.00	40.91	30.00	9.09	25.00	22	20
5	8.70	9.52	26.09	61.90	43.48	14.29	21.74	14.29	23	21
All Grades	7.14	9.80	28.57	39.22	47.32	27.45	16.96	23.53	112	102

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
K	20.00	0.00	40.00	54.55	26.67	36.36	13.33	9.09	15	11
1	33.33	6.67	50.00	33.33	8.33	60.00	8.33	0.00	12	15
2	5.00	41.67	25.00	41.67	50.00	0.00	20.00	16.67	20	12
3	20.00	21.74	50.00	39.13	15.00	21.74	15.00	17.39	20	23
4	27.27	35.00	54.55	40.00	9.09	15.00	9.09	10.00	22	20
5	39.13	42.86	43.48	52.38	4.35	0.00	13.04	4.76	23	21
All Grades	24.11	26.47	43.75	43.14	18.75	20.59	13.39	9.80	112	102

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
K	6.67	0.00	13.33	27.27	46.67	45.45	33.33	27.27	15	11
1	0.00	13.33	33.33	13.33	25.00	26.67	41.67	46.67	12	15
2	5.00	16.67	25.00	33.33	20.00	25.00	50.00	25.00	20	12
3	0.00	0.00	5.00	4.35	65.00	39.13	30.00	56.52	20	23
4	0.00	0.00	22.73	15.00	31.82	35.00	45.45	50.00	22	20
5	0.00	4.76	4.35	23.81	43.48	52.38	52.17	19.05	23	21
All Grades	1.79	4.90	16.07	17.65	39.29	38.24	42.86	39.22	112	102

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
K	13.33	0.00	73.33	81.82	13.33	18.18	15	11
1	25.00	26.67	66.67	73.33	8.33	0.00	12	15
2	5.00	33.33	65.00	58.33	30.00	8.33	20	12
3	15.00	26.09	70.00	52.17	15.00	21.74	20	23
4	36.36	35.00	45.45	50.00	18.18	15.00	22	20
5	39.13	19.05	52.17	76.19	8.70	4.76	23	21
All Grades	23.21	24.51	60.71	63.73	16.07	11.76	112	102

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
K	26.67	9.09	60.00	72.73	13.33	18.18	15	11
1	33.33	0.00	58.33	93.33	8.33	6.67	12	15
2	20.00	66.67	60.00	25.00	20.00	8.33	20	12
3	40.00	43.48	55.00	39.13	5.00	17.39	20	23
4	50.00	55.00	45.45	30.00	4.55	15.00	22	20
5	60.87	80.95	26.09	19.05	13.04	0.00	23	21
All Grades	40.18	46.08	49.11	43.14	10.71	10.78	112	102

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
K	6.67	0.00	86.67	81.82	6.67	18.18	15	11
1	25.00	20.00	25.00	33.33	50.00	46.67	12	15
2	10.00	16.67	40.00	58.33	50.00	25.00	20	12
3	0.00	0.00	50.00	21.74	50.00	78.26	20	23
4	0.00	5.00	59.09	40.00	40.91	55.00	22	20
5	4.35	0.00	43.48	71.43	52.17	28.57	23	21
All Grades	6.25	5.88	50.89	48.04	42.86	46.08	112	102

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
K	6.67	27.27	33.33	18.18	60.00	54.55	15	11
1	0.00	13.33	66.67	33.33	33.33	53.33	12	15
2	5.00	16.67	75.00	75.00	20.00	8.33	20	12
3	0.00	0.00	85.00	60.87	15.00	39.13	20	23
4	9.09	0.00	63.64	60.00	27.27	40.00	22	20
5	0.00	19.05	52.17	66.67	47.83	14.29	23	21
All Grades	3.57	10.78	63.39	54.90	33.04	34.31	112	102

Conclusions based on this data:

1. Data from 21-22 shows are number of students taking the ELPAC was consistant from 20-21.
2. Data from 21-22 show overall ELPAC growth from 20-21 in grades 2nd and 5th.

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**
382	**53.4**	**25.4**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sun Terrace Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	97	25.4
Foster Youth		
Homeless	4	1.0
Socioeconomically Disadvantaged	204	53.4
Students with Disabilities	43	11.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	2.4
American Indian	1	0.3
Asian	10	2.6
Filipino	21	5.5
Hispanic	209	54.7
Two or More Races	27	7.1
Pacific Islander	11	2.9
White	38	9.9

Conclusions based on this data:

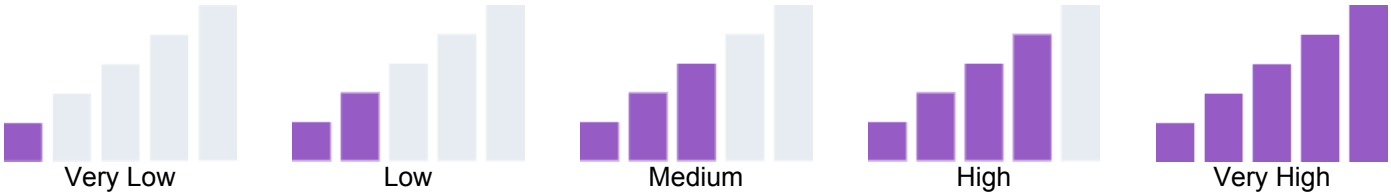
1. 53.4 percent of students are Socioeconomically Disadvantaged. Based on 2021-2022 Enrollment.
2. Sun Terrace Hispanic population is 54.7 percent. Based on 2021-2022 Enrollment.
3. More than 11 percent of the student population is Special Education. Based on 2021-2022 Enrollment.

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
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Very Low		
English Learner Progress: Low		

Conclusions based on this data:

1. English Language Arts performance indicator shows Sun Terrace Elementary in the Very Low grouping. Mathematics performance indicator shows Sun Terrace Elementary in the Very Low grouping.
2. Suspension rate is at the Medium Level.

3. Chronic Absenteeism is at the Very High grouping.

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.

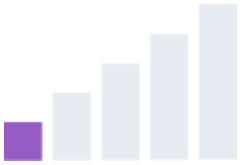
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
82.0 points below standard	103.4 points below standard	
194 Students	74 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
4 Students	100.0 points below standard	129.8 points below standard
	111 Students	33 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	No Performance Level 7 Students	No Performance Level 70.6 points below standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 90.8 points below standard 111 Students	No Performance Level 60.7 points below standard 15 Students	No Performance Level 8 Students	No Performance Level 70.0 points below standard 22 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
126.9 points below standard 56 Students	30.3 points below standard 18 Students	71.9 points below standard 114 Students

Conclusions based on this data:

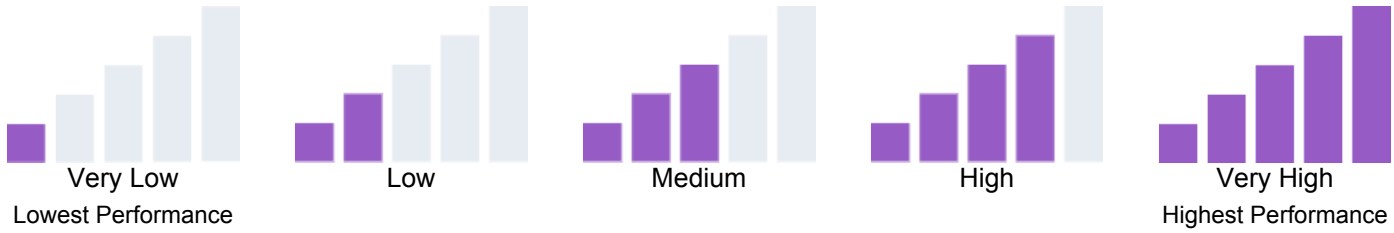
1. EL students at Sun Terrace scored more than 126.9 points below the standard. Reclassified English learners scored 30.3 points below the standard.
2. Our English only students at Sun Terrace scored 71.9 points below standard.

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.

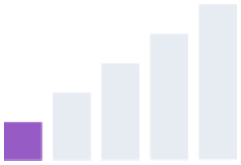
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	0	0	0	0

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
Very Low	Very Low	
99.5 points below standard	114.1 points below standard	
190 Students	72 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
4 Students	116.6 points below standard	152.8 points below standard
	110 Students	33 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	No Performance Level 7 Students	No Performance Level 72.1 points below standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 108.3 points below standard 109 Students	No Performance Level 76.9 points below standard 15 Students	No Performance Level 8 Students	No Performance Level 93.3 points below standard 21 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
136.3 points below standard 54 Students	47.4 points below standard 18 Students	93.9 points below standard 113 Students

Conclusions based on this data:

1. Sun Terrace's overall mathematics performance falls within the Very Low Grouping.
2. Reclassified English learners continue to show growth in mathematics with average of 47.4 points below standard.

School and Student Performance Data

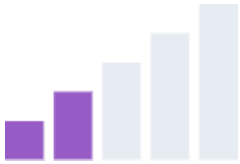
Academic Performance
English Learner Progress

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

English Learner Progress



Low

42.2 making progress towards English language proficiency

Number of EL Students: 83 Students

Performance Level: 2

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
25.3%	32.5%	0.0%	42.2%

Conclusions based on this data:

1. 2022 Fall Dashboard analyzes English Learner progress for 83 EL students. 42.2% percent of English Learners are making progress towards English Language Proficiency. .
2. 25.4 percent of Sun Terrace students are English Language Learners in the current school year.

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. N/A

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.

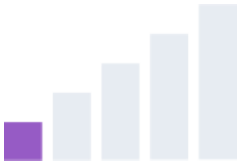
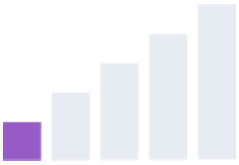
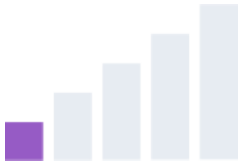
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

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**
Very High	Very High	No Performance Level
40.8% Chronically Absent	36.5% Chronically Absent	Less than 11 Students
414 Students	115 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	49.6% Chronically Absent	47.5% Chronically Absent
7 Students	236 Students	61 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
58.3% Chronically Absent	Less than 11 Students	Less than 11 Students	4.8% Chronically Absent
12 Students	1 Student	10 Students	21 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	Very High
38.9% Chronically Absent	44.4% Chronically Absent	72.7% Chronically Absent	51.2% Chronically Absent
226 Students	90 Students	11 Students	43 Students

Conclusions based on this data:

1. Sun Terrace Elementary's Chronic Absenteeism rate for all students was 40.8 percent for the 2022-2023 school year.
2. All special populations are in the Very High grouping.

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	Low	Medium	High	Very High
Lowest Performance				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. N/A

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
0	1	4	1	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
Medium	Low	No Performance Level
1.8% suspended at least one day	0.8% suspended at least one day	Less than 11 Students
455 Students	123 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
Less than 11 Students	1.9% suspended at least one day	4.3% suspended at least one day
8 Students	259 Students	70 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
14.3% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
14 Students	1 Student	13 Students	21 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Medium	No Performance Level	Medium
1.2% suspended at least one day	1.9% suspended at least one day	0% suspended at least one day	2.2% suspended at least one day
247 Students	103 Students	11 Students	45 Students

Conclusions based on this data:

1. Sun Terrace suspensions are in the Meduim grouping with 1.8% of students suspended at least one day.
2. Hispanic students, Two or more races and White students are all in the Meduim grouping.
3. All other special populations have "no perfomance level".

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

Goal 1

LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Goal 1

All students at Sun Terrace will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction aligned to California State Standards that prepare them to be college and career ready

Identified Need

Students need high quality, grade level content instruction to improve academic achievement. Teachers need to use data driven instruction in all academic areas to determine how best to meet the needs of our students. Using Cycles of Inquiry, teams will create rigorous instructional plans to assure student progress. Ongoing professional development will be provded throughout the school year to increase student outcomes and instructional strategies. This includes, but is not limited to Accelerated Learning professional development as well as workshops and conferences. Sun Terrace has an ongoing need for small group accelerated learning in the areas of math and reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i Ready and CAASPP Data	iReady: ELA - 34% on or above grade level Math - 27% on or above grade level CAASPP: ELA - 24% met or exceeded grade level standard MATH - 24% met or exceeded grade level standard	Increase the number of students that are preforming on or above grade level on the iReady diagnostic. ELA from 34% to 44%. Math from 27% to 37% Increase 2023-24 CAASPP scores: ELA increase from 24% met or exceeded grade level standard to 34%. Math increase from 24% met or exceeded grade level standard to 34%

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

Reading and Math intervention FTE provided during and after the school day

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)
33,507	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher on Special Assignment Reading Intervention/STEM
33,507	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher on Special Assignment Reading Intervention/STEM
2000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional hours for Teachers to provide reading and math acceleration.
1500	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Additional hours for Classified to provide reading and math acceleration.

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

Use of Technology, project based learning, web based educational subscriptions.

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)
5,407.58	LCFF Supplemental 4000 - 4999 Books and Supplies Accelerated Reader
1,127.50	LCFF Supplemental 4000 - 4999 Books and Supplies Time for Kids
800	LCFF Supplemental 4000 - 4999 Books and Supplies Scholastic News
900	LCFF Supplemental 4000 - 4999 Books and Supplies Additional Chromebook Chargers
5970.44	LCFF Supplemental 4000 - 4999 Books and Supplies Misc Classroom Technology

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

Increase attendance though communication, parent support and incentives.

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)
1000	LCFF Supplemental 5900 Communications Postage
1000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional pay for teachers to meet with families regarding attendance

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

Provide release time for teachers and staff to plan and collaborate

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)
1000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide release time for teachers and staff to plan and collaborate
3648	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide release time for teachers to plan and collaborate
3000	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Provide release time for staff to plan and collaborate

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

Add additional noon supervisor.

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)
10,000	Title I Carryover 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Add an additional campus supervisor

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is the first year that Sun Terrace is funding a .70 FTE for reading intervention and STEM education. We continue to place priority on supporting our students. Last school year we supported over forty students with intensive small group reading instruction.

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

We decreased intervention FTE funding from 1.0 in 2022 - 2023 to .70 for the 2023-2024 school year.

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

We will monitor funding to determine if we can continue funding a .70 FTE.

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

Goal 2

LEA/LCAP Goal

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Goal 2

High quality, culturally proficient and responsive staff will be supportive of all students, respectful of all students' backgrounds, and invested in the education of all students in a safe environment.

Identified Need

Teachers need training to further develop their learning and delivery of effective instruction, especially for English Learners and culturally responsive practices as well as Socio emotional Support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Document Professional Development Opportunities for the 2023-2024 school year.	Limited PD for 2022-2023 school year.	Staff will attend or take part in at least three Professional Development Opportunities for the 2023- 2024 school year.

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

Provide opportunities for classified and certificated staff to attend professional development to support students academically and emotionally.

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)
2500	Title I Carryover 7000 - 7999 Other Outgo Professional development for certificated and classified.

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

Provide Parent/Family Education Nights to support Math, Reading and STEM.

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)
1000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional hours for Teachers to provide parent education nights.
750	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Additional hours for classified staff to provide parent education nights.

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

Purchase classroom furniture to create alternative learning environments for students.

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)
25000	LCFF Supplemental

	4000 - 4999 Books and Supplies Classroom furnintue including desks, chairs, tables ets.
5000	LCFF Supplemental 4000 - 4999 Books and Supplies Classroom supplies to support unique student learning. fidgets, wobble chairs, desk bands etc.

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

Refresh school emergency disaster supplies and Update school walkie talkies

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)
2000	Title I (3070) 4000 - 4999 Books and Supplies Emergency and disaster supplies
8343	Title I (3070) 4000 - 4999 Books and Supplies Purchase new school walkie talkies

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

Purchase new laminator to enhance classroom learning materials

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)
4,421.59	Title I Carryover 4000 - 4999 Books and Supplies

	Purchase New Laminator and laminator supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers in grades 1st through 5th partiicapted in learning acceleration observations with another MDUSD elementry school. All staff particiapted in in district wide learning accleration training.

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

We continue to look for professional development conferences for our staff. PD opportunities including by not limited to learning acceleration, culturally relevent teaching strategies, sel and restorative practices.

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

Staff and parents will be encouraged to seek out meaningful professional and educational learning opportunities to support students, and school site initiatives.

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

Goal 3

LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Goal 3

Parents, guardians, family, and community will be informed, engaged, and connected as partners with all Sun Terrace staff to support student learning.

Identified Need

Continue to increase opportunities for parents, community and stakeholders to get involved in our school to increase student performance outcomes. Including but not limited to SSC, PTA , ELAC and school volunteering.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey 2021-2022: Parental Involvement	Promotion of parental involvement 60% Parental Involvement in school 45% School encourages me to be an active partner 63% School actively seeks the input of parents 63% Parents feel welcome to participate at this school 50%	Increase percentages in all areas by 10% for 2023-24

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

Provide a full time or .80 FTE from site based funds, .20 district funds for a 100% FTE Community Service Assistant to better serve our students, parents and community for the 2023-2024 school year.

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)
38,578	Title I Parent Engagement (3068) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) .80 FTE Community Services Assistant
787.48	LCFF Supplemental 7000 - 7999 Other Outgo Provide funds for parent, and stakeholders to attend conferences to support students and school.
750	LCFF Supplemental 5900 Communications Money for Postage
1000	Title I Carryover 7000 - 7999 Other Outgo Provide funds for parent finger printing.

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

Plan and implement Family Events/ STEM education nights.

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)
1000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional Hours for staff
1000	LCFF Supplemental

	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Additional hours for staff
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies to support STEM/Education Nights

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

Replace our cafeteria and portable sound systems. Our current sound systems are over ten years old and do not allow us to host outdoor events for our school, students and families. Our sound system in our MU is not currently functioning correctly.

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)
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Cafeteria Sound System
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Portable Sound System

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In years past, Sun Terrace contributed 20% FTE toward our Community Services Assistant. For the 2023-24 school year, we have increased our Community Service Assistant to 80% to better serve our community.

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

As a site, there is concern that that site based budget will continue to support this position. We are excited to see how this increased in support will benifit our students, school and community.

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

No changes at this time.

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

Goal 4

LEA/LCAP Goal

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

Goal 4

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

Identified Need

Current data for focus student groups indicates a need for additional academic and social emotional support to meet grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Smarter Balanced Assessment Consortium) Scores and IReady Scores to track student progress.	SBAC Scores: At or above grade level ELA African American 20% Foster Youth/Homeless 0% All Students 23% MATH African American 22% Foster Youth/Homeless 0% All Students 21% iReady Scores: At or above grade level ELA African American 38% Foster Youth/Homeless (Migrant) 32% All Students 32% Math African American 28%	Increase SBAC percentage Scores by 10% Increase iReady percentage scores by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Foster Youth/Homeless (Migrant) 26% All Students 26%	

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

MTSS (Multiple Tiers of Student Support) implementation---Including PBIS (Positive Behavior Interventions and Support), Restorative Practices, Mindful life Project, academic and social emotional interventions and supports.

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)
500	Title I (3070) 4000 - 4999 Books and Supplies Incentives and awards for Sun Beam Store
1000	Title I (3070) 4000 - 4999 Books and Supplies Social Emotional and Academic materials and supplies to support individual focus populations.
15000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Mindful Life Project

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

Provide funds for Field Trips and Transportation so that all students can attend school enrichment activities.

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)
4000	LCFF Supplemental 7000 - 7999 Other Outgo Additional funds for Field Trips and Bus Transportation

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster Youth
Homeless, English Language Learners, Special Education and our African American Students

Strategy/Activity

Provide opportunities for teachers to collaborate to support students in our special populations.

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)
5000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Release time for teachers and staff to collaborate to support our special population students.
5000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Addtional pay for afterschool intervention.
2000	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Addtional pay for afterschool intervention.

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

Add an additional day of counseling

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)
10000	Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Add an additional day of counseling; counselor FTE

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Sun Terrace uses PBIS systems, Restorative practices school wide and Mindfulness to help students regulate and maintain appropriate behavior at school.

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

We do not have any information at this time.

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

No new changes to this goal. Our MTSS strategies are targeting our entire student population.

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

Goal 5

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$243,997.59

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 ($)
Title I Carryover	$27,921.59

Subtotal of additional federal funds included for this school: $27,921.59

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 ($)
LCFF Supplemental	$111,500.00
Title I (3070)	$65,998.00
Title I Parent Engagement (3068)	$38,578.00

Subtotal of state or local funds included for this school: $216,076.00

Total of federal, state, and/or local funds for this school: $243,997.59

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
Site Discretionary	40,040	40,040.00
LCFF Supplemental	111,500	0.00
Title I Parent Engagement (3068)	38578	0.00
Title I (3070)	65998	0.00
Title I Carryover	27921.59	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	111,500.00
Title I (3070)	65,998.00
Title I Carryover	27,921.59
Title I Parent Engagement (3068)	38,578.00

Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	96,662.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	56,828.00
4000 - 4999 Books and Supplies	65,470.11
5800 Professional/Consulting Services and Operating Expenditures	15,000.00
5900 Communications	1,750.00
7000 - 7999 Other Outgo	8,287.48

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	37,507.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	3,250.00
4000 - 4999 Books and Supplies	LCFF Supplemental	49,205.52
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	15,000.00
5900 Communications	LCFF Supplemental	1,750.00
7000 - 7999 Other Outgo	LCFF Supplemental	4,787.48
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	49,155.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	5,000.00
4000 - 4999 Books and Supplies	Title I (3070)	11,843.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I Carryover	10,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I Carryover	10,000.00
4000 - 4999 Books and Supplies	Title I Carryover	4,421.59
7000 - 7999 Other Outgo	Title I Carryover	3,500.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I Parent Engagement (3068)	38,578.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,367.52
Goal 2	49,014.59
Goal 3	48,115.48
Goal 4	42,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Mary Zodrow	Parent or Community Member
Cindy Navarro	Parent or Community Member
Margaret Frise	Classroom Teacher
Ashley Sansoe	Classroom Teacher
Marcos Lafarga	Parent or Community Member
Ashley White	Parent or Community Member
Melissa Ledahl	Parent or Community Member
Jennifer Diepstraten	Classroom Teacher
Jennifer Stafford	Other School Staff
Eric Wood	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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 11/2/2023.

Attested:

	Principal, Eric Wood on 11/2/2023
	SSC Chairperson, Ashley White on 11/2/2023

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019

Sun Terrace Elementary School MTSS Chart

Mission: Mt. Diablo Staff has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.

[Glossary of terms at Sun Terrace]

All Means All

	MDUSD Multi-Tiered System of Support		
	Inclusive Academic Instruction	**Inclusive Behavior Instruction**	**Inclusive Social-Emotional Instruction**
Tier I	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Universal screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community		
Tier I	• Grade level standards based curriculum • Schoolwide vision and expectations • CARES after school homework support • Community Building • Use of data to plan and drive students support • Learning Acceleration • Leveled reading groups daily • English Language Development (ELD) Instruction	• Schoolwide expectations and procedures • School wide classroom expectations and procedures • Anti bullying education • Positive Behavioral Interventions and Supports (PBIS) • Classroom/community circles	• Socio Emotional Learning 21 day push • Ongoing in class Social Emotional Learning (SEL) instruction and activities • Counseling support and Social Emotional Learning (SEL) lessons and plans • Check-ins • Small-Group Counseling • Parent/Counselor Meetings • Mindfulness 360
Tier II	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks		
Tier II	• Targeted reading intervention • CARES after school homework support • English Language Development reading groups • Afterschool reading and math intervention	• Counseling support • Administrative support • Parent meetings and involvement • SST Meeting	• Counseling support • Small group and individual counseling • Coordination using CARE team process • Parent/Counselor Meetings • Collaborate on 504 plans • Behavioral Tracking Sheet/ Reward system • Referrals to counseling clinic and wrap around services

Date of current document 10/10/2023

Tier III	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services)		
Tier III	• Hold 504 meetings and create 504 plans • Implement and monitor academic progress in terms of intervention • Hold SST's and consider next steps including possible special education assessment	• Meet and develop 504 plans • Develop Behavior Intervention Plans • Coordinate with families, district and outside agencies to support students. • Possible CEP referral	• Small group or Individual counseling • Counseling clinic • Collaboration with outside agencies and Mental Health Services.

**yellow shaded areas are district-wide structures and systems that cross academic-behavior-social emotional instruction.*

	Administrative Leadership Strong & engaged site leader & educator support system	**Integrated Framework** Fully integrated organizational structure & strong and positive school culture	**Family & Community Engagement** Trusting family and community partnerships	**Inclusive PolicyStructure & Practice** Strong LEA/School relationship & LEA policy framework
Tier I	• **District Trainings** • **Site Level Meetings** • **Ongoing PD Meetings** • **Produce reports based on current school date on a monthly basis** ○	• **PBIS & SEL focus** • **School base leadership staff and students.** • **-Academic curriculum align with students needs** • **Academic supports in place available for all students**	• **Consistent communication between school administrators and teachers and parents and guardians.** • **Create opportunities for parent's involvement.** • **Promote school partnerships with community organizations and businesses.** • **ELAC** • **DELAC**	• District Data Systems, iready, illuminate, • Board policies • SPSA -SSC
Tier II	• **Participate in leadership development cohorts** • **Specialized trainings (Sp.Ed, ELD, Special Populations)** ○	• **Care Team** • **On time interventions** • **Accelerated Learning** • **Restorative Practices** • **Teacher & staff support**	• **CARES** • **Parent Educators** • **Promote School Partnerships**	• LCAP • Alignment with district initiatives
Tier III	• **Admin. Coaching**	• **SST, Parent Meetings** • **Sp. Ed referral** • **Country District Support System**	• **District Supports for families** • **Support for families**	

Date of current document 10/10/2023