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
Terry Elementary School	106924306007322	May 30, 2023	June 13, 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

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.

The School Plan for Student Achievement (SPSA) is a strategic action plan that maximizes the resources available for the school, while minimizing duplication of effort, with the ultimate goal of increasing student achievement for all students and each subgroup. All decisions are based on careful analysis and reflection to ensure all students succeed in reaching academic standards. This plan describes the Schoolwide Program for Terry Elementary.

The Every Student Succeeds Act (ESSA) supports improving student group performance through the utilization of federal resources. The School Plan for Student Achievement (SPSA) is aligned with the District's Local Control and Accountability Plan (LCAP) through collaboration with the District in examining state and local data as part of a comprehensive needs assessment. Through the Continuous Cycle of Improvement (CCI) model, developing goals, determining measurable

outcomes, monitoring student achievement, and continually evaluating the efficacy of our allocated resources we continuously improve our practices which have a direct impact on student achievement. The approval of the plan is a multi-step process that involves representatives from stakeholder groups to ensure all state, federal and local requirements are properly aligned to meet our goal.

This process included:

- Analyzing student data
- Conducting a needs assessment
- Establishing goals and measurable outcomes
- Developing a system of monitoring the implementation of strategies and actions
- Evaluating the implementation and results of the plan

The development of the plan included opportunities for input from various stakeholders at Terry, including teachers, support staff, classified staff, and parents. In addition, the plan was presented to the ELAC committee for their input.

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Comprehensive Needs Assessment Components

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

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

This year Terry elementary conducted the following surveys to collect input from students, parents, teachers, and staff.
Healthy Kids Survey
Community Schools Survey
ELAC input for the SPSA
Staff input for SPSA
Parent Survey

Based on the Healthy Kids Survey given to our 5th grade students, an area for growth is School Pride, where 35% of students do not feel proud to belong to the school. An area of success is Fairness, where over 80% of students feel that the school rules are fair either some, most, or all of the time.
Based on the Parent Survey, an area for growth is in the student learning environment, where most "strongly disagree" options were chosen. An are of success is Promotion of Parental Involvement, where over 50% of parents feel that the school actively seeks the input of parents before making important decisions.
Based off of input for the SPSA, there is a growing need for intervention or tutoring services to help aide in learning loss. Staff and parents would also like to see more non-fundraising community events to make parents feel that they are wanted and embraced by the school.

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

Classroom observations were conducted on a weekly basis. In addition, the district partnered with the English Learner Group once a month. The consultant, district personnel, and admin observed both integrated and designated ELD lessons during their visits. In September, 12% of classrooms had objectives posted, 50% of classrooms had evidence of student engagement and checking for understanding. In October, the percentage of objectives posted in classrooms increased to 50%. The percentage of student engagement and checking for understanding remained stagnant. Based on these finding, Terry will begin to set a foundation for more rigorous implementation of the "Big 6" (Full implementation of learning objectives, checking for understanding, student engagement, vocabulary, sentence frames, and productive partnering).

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)

As a result of not achieving high levels of proficiency in both ELA and Math, our school has aligned withe the district to make sure the that process of continuous improvement is implemented through professional learning communities (PLCs). At each PLC teachers analyze data and respond to the 4 essential questions of a PLC (What is it that we want our students to know? How will we know they have learned it? How will we respond when learning did not take place? And, how do we respond when learning has already occurred?)

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

As a result of not meeting performance goals in Math CAASPP scores, math became a focus for the 22-23 school year. Data was analyzed after each unit assessment. Teacher's collaborated during their imbedded PLC's to analyze the data, identify highly effective strategies for instruction, and develop a plan to reteach for mastery.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff meetings were conducted every Tuesday as scheduled by the district. Each week focused on one of the following focuses: Math Mastery, ELA, ELD, PBIS. Three Tuesdays out of the year were reserved for unencumbered days.

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

All teachers are highly qualified and have access to professional development in order to properly implement CA standards and effective instructional practices, using adopted instructional materials.

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

All teachers have access to professional development provided by the district that is aligned to the district goals of full implementation of common core, writing, reading, and technology.

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

Terry Elementary provides support to teachers through site instructional leaders. New teacher cohorts are supported by monthly meetings facilitated by the district, instructional coaching by administration, and constructive feedback from
classroom visits. New teachers are also supported by their induction coaches through the district's induction program.

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

Terry Elementary provides time for grade level collaboration each Tuesday, August through June.

Teaching and Learning

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

Terry Elementary currently meet Williams compliance for curriculum and instructional materials.

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

Terry Elementary currently meets the required instructional minutes in English Language Arts and math.

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

Grade levels establish curriculum maps and pacing schedules in order to cover grade level standards. Schedules allow for time for in-class Universal Access, as well as Response to Intervention and ELD support.

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

Standards-based instructional materials are available to all English Language Arts, Mathematics, English Language Development, Science and Social Science subjects.

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

Terry Elementary uses SBE adopted and open sources instructional materials and intervention materials in order for students to master grade level standards.

Opportunity and Equal Educational Access

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

ELA and mathematics for under-performing students is extended into a year-long instructional program via the regular, winter, spring, and summer sessions. Teachers have also participated in Math Mastery with a focus on the continuous improvement plan. Teachers follow the given curriculum maps in order to implement integrated units of study. Computer support programs and intervention materials are available for use in the classroom and during the after school program.

Evidence-based educational practices to raise student achievement

Teachers receive training in and use the following research-based instructional practices in order to raise student achievement: effective use of instructional materials, teaching to an objective, engagement strategies, checking for understanding, vocabulary development, sentence frames, and productive partnering.

Parental Engagement

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

School and district resources provide specific interventions and after school tutorials in the areas of ELA, Math, and ELD.

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)

School, District, parent, and community stakeholders are encouraged and have opportunities to be involved in their child's education as well as provide input to district decision making through parent-teachers groups, School Site Council, Migrant, ELAC, DLAC and LCAP advisory groups.

Funding

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

Categorical funds are used to support under performing students through the use of intervention teachers, instructional assistants, intervention support materials, and technology.

Fiscal support (EPC)

Terry Elementary is allocated general and categorical funds in order to provide resources to improve student achievement.

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 Site Council Meetings:
2022-2023
September 22, 2022: District Parent Training
September 22, 2022
November 16, 2022
February 3, 2023
February 15, 2023 (Special meeting to vote on Comprehensive Safety Plan)
May 4, 2023
May 30, 2023 (Special meeting to vote on SPSA)

English Learners Advisory Committee (ELAC) Meetings:
2021-2022
September 22, 2022 (District Parent Training)
November 16, 2022
February 3, 2023
May 4, 2023

Terry Staff Meetings:
February 7, 2023 (SPSA input from staff)
Include data dive staff PLCs

Resource Inequities

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

When discussing and analyzing both local and state assessment results, the following have been identified as goals for the 2023-2024 academic year: 1) Continue evaluating and monitoring the effectiveness of whole class Tier I instruction 2) school-wide intervention support for students who are below grade level in the areas of reading and math intervention 3) targeted support and professional development on standard-based instructional strategies for rigorous teaching, student engagement, and use of formative assessments; 4) professional development on the effective use of data to inform and drive instruction; and 5) student support programs to ensure students' social-emotional and academic needs are proactively identified and addressed and 6) continue to refine and deepen PLC implementation.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	%	0.51%	1	0	1
African American	0.5%	%	0%	1	0	0
Asian	2.9%	3.61%	2.56%	6	7	5
Filipino	%	%	0%		0	0
Hispanic/Latino	89.8%	90.21%	91.79%	185	175	179
Pacific Islander	0.5%	0.52%	0.51%	1	1	1
White	4.4%	4.64%	3.59%	9	9	7
Multiple/No Response	1.5%	1.03%	1.03%	3	2	2
			Total Enrollment	206	194	195

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	25	26	26
Grade 1	47	24	29
Grade 2	25	40	29
Grade3	24	24	49
Grade 4	21	25	32
Grade 5	34	21	30
Grade 6	30	34	23
Total Enrollment	206	194	218

Conclusions based on this data:

1. Based on this data, our school enrollment has stayed fairly consistent from year to year.

2. The high enrollment of first grade students in 2020-2021 has rolled over each year. This number is now reflective in third grade.

3. This school year we have had an increase in student enrollment, exceeding the average class size from previous years.

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	114	111	109	55.3%	57.2%	55.9%
Fluent English Proficient (FEP)	27	21	19	13.1%	10.8%	9.7%
Reclassified Fluent English Proficient (RFEP)	7		2	6.1%		2

Conclusions based on this data:

1. Terry Elementary teachers and staff understand the importance of reclassifying our English Learners. We have implemented a progress monitoring tool (PMT) for all English Learners to help target the specific learning needs for our English Learners to master the ELD standards. Teachers use the PMT to help guide their instruction in both integrated and designated ELD. Our goal is to have each English Learner improve one band on the ELPAC.

2. Teachers and Staff have also received professional learning during staff development days and during imbedded PLC time.

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	24	25	49	0	24		0	24		0.0	96.0	
Grade 4	20	27	32	0	26		0	26		0.0	96.3	
Grade 5	34	26	30	0	23		0	23		0.0	88.5	
Grade 6	28	33	23	0	33		0	33		0.0	100.0	
All Grades	106	111	134	0	106		0	106		0.0	95.5	

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		2376.			12.50			16.67			29.17			41.67	
Grade 4		2431.			11.54			11.54			30.77			46.15	
Grade 5		2415.			0.00			17.39			17.39			65.22	
Grade 6		2489.			12.12			24.24			24.24			39.39	
All Grades	N/A	N/A	N/A		9.43			17.92			25.47			47.17	

	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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		12.12			45.45			42.42	
All Grades		5.66			62.26			32.08	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		9.09			48.48			42.42	
All Grades		10.38			46.23			43.40	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		12.12			63.64			24.24	
All Grades		7.55			62.26			30.19	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		15.15			66.67			18.18	
All Grades		13.21			64.15			22.64	

Conclusions based on this data:

1. Our enrollment has steadily increased from 2020 to 2023. Whereas we had 106 in 21-22 and 134 in 22-23.

2. Few students scored in the met and exceeded levels overall. The majority of students scored in the below standard level.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# 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	24	25	49	0	24		0	24		0.0	96.0	
Grade 4	20	27	32	0	26		0	26		0.0	96.3	
Grade 5	34	26	30	0	25		0	25		0.0	96.2	
Grade 6	28	33	23	0	33		0	33		0.0	100.0	
All Grades	106	111	134	0	108		0	108		0.0	97.3	

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

Grade Level	Overall Achievement for All Students														
	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		2392.			4.17			16.67			33.33			45.83	
Grade 4		2421.			3.85			19.23			38.46			38.46	
Grade 5		2390.			0.00			0.00			16.00			84.00	
Grade 6		2424.			6.06			6.06			15.15			72.73	
All Grades	N/A	N/A	N/A		3.70			10.19			25.00			61.11	

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% 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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		6.06			27.27			66.67	
All Grades		6.48			29.63			63.89	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		3.03			36.36			60.61	
All Grades		2.78			44.44			52.78	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		3.03			57.58			39.39	
All Grades		5.56			56.48			37.96	

Conclusions based on this data:

1. Majority of sixth grade students overall score was in the standards not met level.

2. Concepts and Procedures is the area in which students scored the lowest.

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**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	1423.0	1429.3		1450.3	1443.6		1359.1	1395.7		16	15	
1	1450.7	1426.1		1470.0	1455.5		1430.9	1395.9		31	14	
2	1480.1	1463.4		1490.9	1466.6		1468.8	1459.5		14	27	
3	1485.8	1482.8		1485.8	1480.3		1485.3	1484.6		16	12	
4	*	1498.6		*	1494.4		*	1502.4		7	16	
5	1510.2	1486.8		1502.3	1492.2		1517.6	1481.2		12	13	
6	1517.1	1508.3		1523.5	1506.7		1510.1	1509.7		11	13	
All Grades										107	110	

Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	18.75	0.00		25.00	60.00		50.00	40.00		6.25	0.00		16	15	
1	9.68	0.00		32.26	28.57		41.94	35.71		16.13	35.71		31	14	
2	7.14	0.00		50.00	40.74		35.71	51.85		7.14	7.41		14	27	
3	18.75	0.00		37.50	41.67		25.00	58.33		18.75	0.00		16	12	
4	*	6.25		*	50.00		*	31.25		*	12.50		*	16	
5	8.33	7.69		33.33	15.38		50.00	61.54		8.33	15.38		12	13	
6	27.27	0.00		18.18	38.46		27.27	38.46		27.27	23.08		11	13	
All Grades	13.08	1.82		34.58	40.00		39.25	45.45		13.08	12.73		107	110	

Note: The second table header shows Level 4, Level 3, Level 2, Level 1, and Total Number of Students columns.

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.25	13.33		37.50	46.67		18.75	40.00		12.50	0.00		16	15	
1	29.03	7.14		41.94	50.00		25.81	35.71		3.23	7.14		31	14	
2	35.71	18.52		35.71	33.33		21.43	44.44		7.14	3.70		14	27	
3	31.25	8.33		37.50	66.67		12.50	25.00		18.75	0.00		16	12	
4	*	12.50		*	62.50		*	25.00		*	0.00		*	16	
5	16.67	30.77		75.00	53.85		0.00	0.00		8.33	15.38		12	13	
6	27.27	15.38		45.45	53.85		18.18	23.08		9.09	7.69		11	13	
All Grades	30.84	15.45		43.93	50.00		16.82	30.00		8.41	4.55		107	110	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		18.75	26.67		62.50	73.33		18.75	0.00		16	15	
1	9.68	0.00		25.81	7.14		19.35	57.14		45.16	35.71		31	14	
2	7.14	0.00		50.00	44.44		21.43	25.93		21.43	29.63		14	27	
3	12.50	0.00		12.50	16.67		50.00	66.67		25.00	16.67		16	12	
4	*	6.25		*	6.25		*	75.00		*	12.50		*	16	
5	8.33	7.69		33.33	7.69		25.00	53.85		33.33	30.77		12	13	
6	18.18	0.00		9.09	7.69		18.18	53.85		54.55	38.46		11	13	
All Grades	8.41	1.82		25.23	20.00		32.71	54.55		33.64	23.64		107	110	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	26.67		56.25	66.67		18.75	6.67		16	15	
1	45.16	28.57		54.84	64.29		0.00	7.14		31	14	
2	50.00	22.22		42.86	74.07		7.14	3.70		14	27	
3	37.50	33.33		43.75	66.67		18.75	0.00		16	12	
4	*	68.75		*	18.75		*	12.50		*	16	
5	8.33	30.77		91.67	46.15		0.00	23.08		12	13	
6	18.18	30.77		63.64	53.85		18.18	15.38		11	13	
All Grades	35.51	33.64		56.07	57.27		8.41	9.09		107	110	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.25	6.67		56.25	93.33		12.50	0.00		16	15	
1	12.90	0.00		80.65	78.57		6.45	21.43		31	14	
2	28.57	18.52		71.43	70.37		0.00	11.11		14	27	
3	43.75	25.00		37.50	50.00		18.75	25.00		16	12	
4	*	12.50		*	81.25		*	6.25		*	16	
5	66.67	61.54		25.00	23.08		8.33	15.38		12	13	
6	40.00	23.08		40.00	61.54		20.00	15.38		10	13	
All Grades	32.38	20.00		58.10	67.27		9.52	12.73		105	110	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		81.25	93.33		18.75	6.67		16	15	
1	16.13	0.00		48.39	57.14		35.48	42.86		31	14	
2	14.29	3.70		57.14	66.67		28.57	29.63		14	27	
3	12.50	0.00		25.00	75.00		62.50	25.00		16	12	
4	*	0.00		*	68.75		*	31.25		*	16	
5	8.33	0.00		50.00	53.85		41.67	46.15		12	13	
6	18.18	0.00		18.18	30.77		63.64	69.23		11	13	
All Grades	11.21	0.91		50.47	64.55		38.32	34.55		107	110	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	13.33		50.00	80.00		37.50	6.67		16	15	
1	12.90	7.14		45.16	50.00		41.94	42.86		31	14	
2	0.00	0.00		78.57	81.48		21.43	18.52		14	27	
3	12.50	0.00		75.00	91.67		12.50	8.33		16	12	
4	*	18.75		*	68.75		*	12.50		*	16	
5	16.67	15.38		66.67	61.54		16.67	23.08		12	13	
6	18.18	15.38		54.55	76.92		27.27	7.69		11	13	
All Grades	12.15	9.09		58.88	73.64		28.97	17.27		107	110	

Conclusions based on this data:

1. We are currently in the process of assessing all of our English Learners on the Summative ELPAC. Once results are processed, conclusions can be made.

2. Students performed best in the speaking domain.

3. There is a continued need to focus on best instructional practices both in designated and integrated ELD in order to achieve the goal of every EL student increasing one band in one year.

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**
194	**86.6**	**57.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Terry 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	111	57.2
Foster Youth		
Homeless	1	0.5
Socioeconomically Disadvantaged	168	86.6
Students with Disabilities	27	13.9

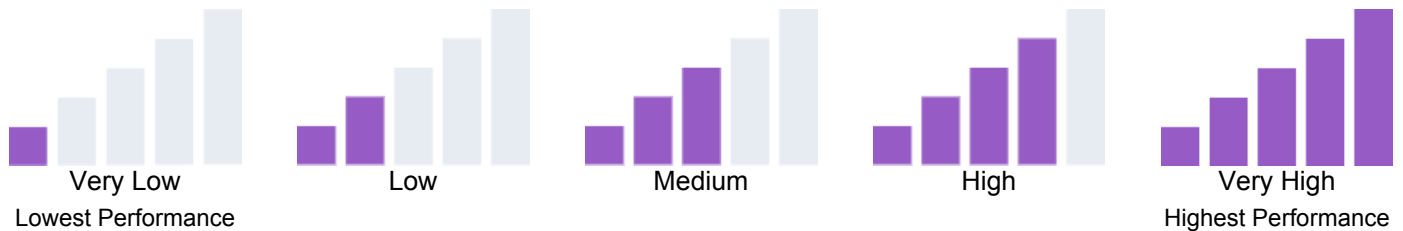| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	7	3.6
Filipino		
Hispanic	175	90.2
Two or More Races	2	1.0
Pacific Islander	1	0.5
White	9	4.6

Conclusions based on this data:

1. Student enrollment has increased since the 21-22 school year and is steadily increasing.

2. An influx of student enrollment was seen in January after the district had closed its virtual learning academy.

3. Hispanic is our largest enrollment by race/ethnicity. In addition, more than half of our population consists of ELs.

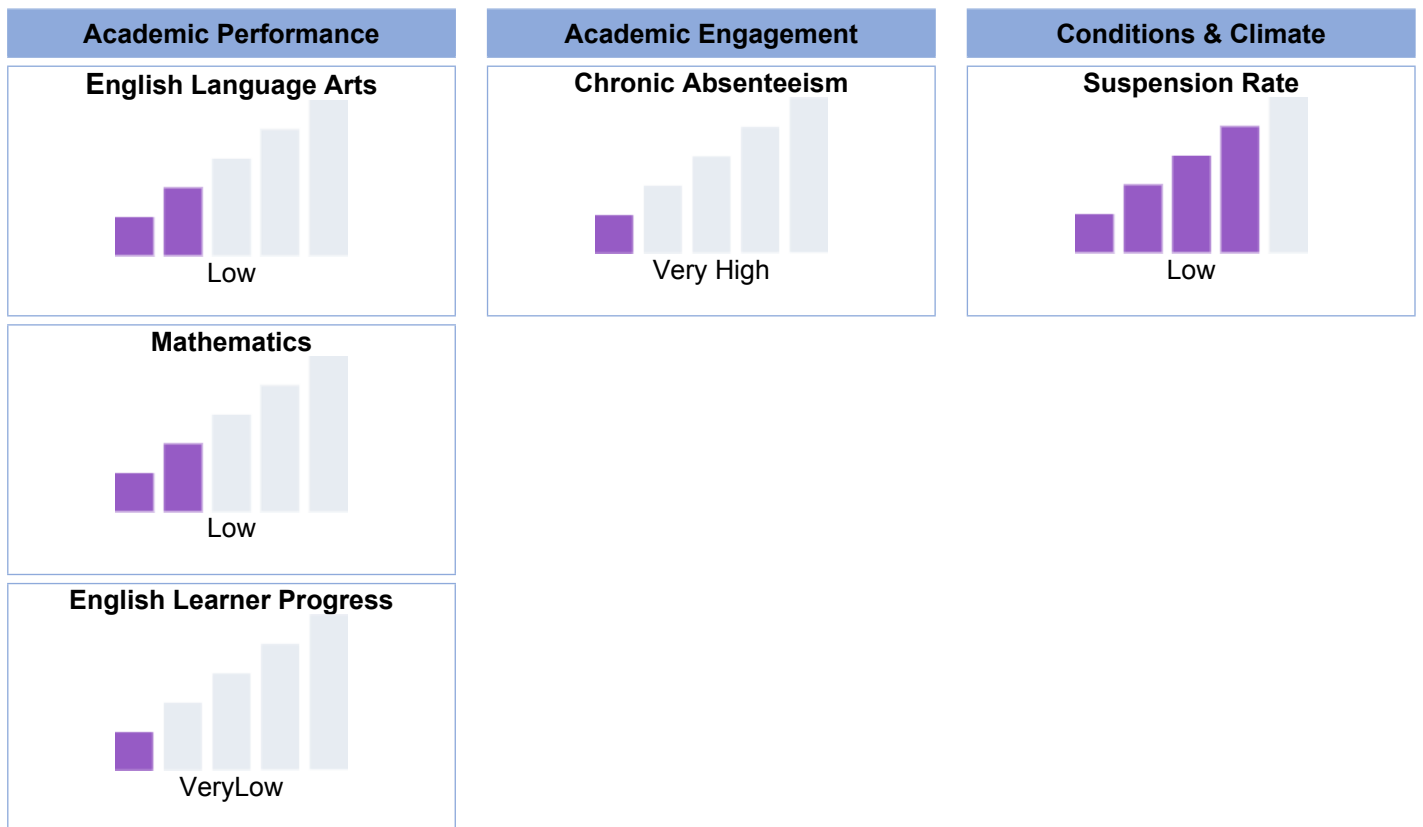# School and Student Performance Data

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Low

Mathematics

Low

English Learner Progress

VeryLow

Academic Engagement

Chronic Absenteeism

Very High

Conditions & Climate

Suspension Rate

Low

Conclusions based on this data:

1. Based on the data, our suspension rate is low. Terry elementary is currently in the process of establishing a multi-tiered systems of support (MTSS) to maintain consistency with these results and offer effective alternatives to suspensions.

2. Terry Elementary has made chronic absenteeism a primary focus during the 2022-2023 school year. Daily attendance is announced every morning. Students and staff are aware that our daily attendance goal is 97% or

above. Attendance challenges and incentives have been implemented and seem to have had a positive impact on student attendance this school year.

3. Terry Elementary has utilized their school social worker to conduct home visits to families whose attendance rate is low or chronic. In addition, admin has been facilitating SARB meetings to help provide support to families with chronic absentees.
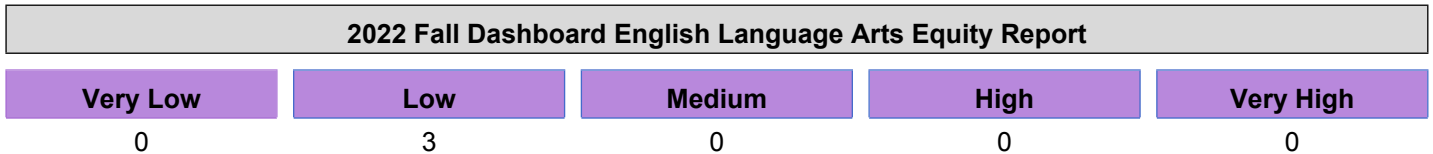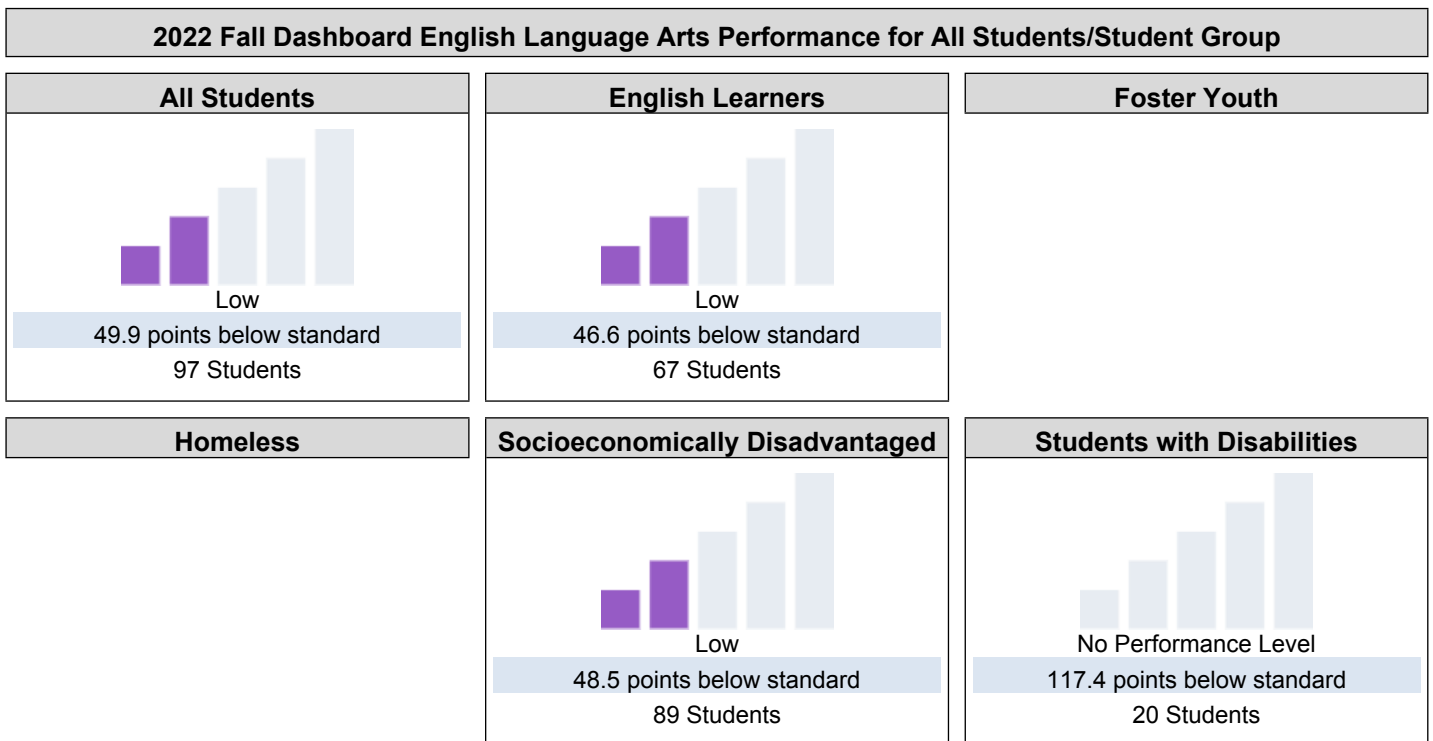
School and Student Performance Data

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 Hi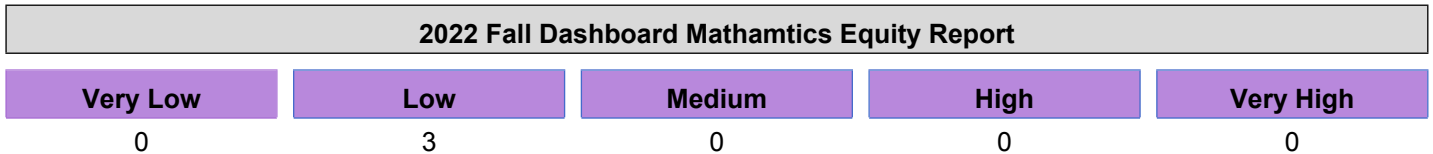gh, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within 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).

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

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**
0	3	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
Low	Low	
49.9 points below standard	46.6 points below standard	
97 Students	67 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	No Performance Level
	48.5 points below standard	117.4 points below standard
	89 Students	20 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 4 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low 49.7 points below standard 85 Students		No Performance Level 1 Student	No Performance Level 8 Students
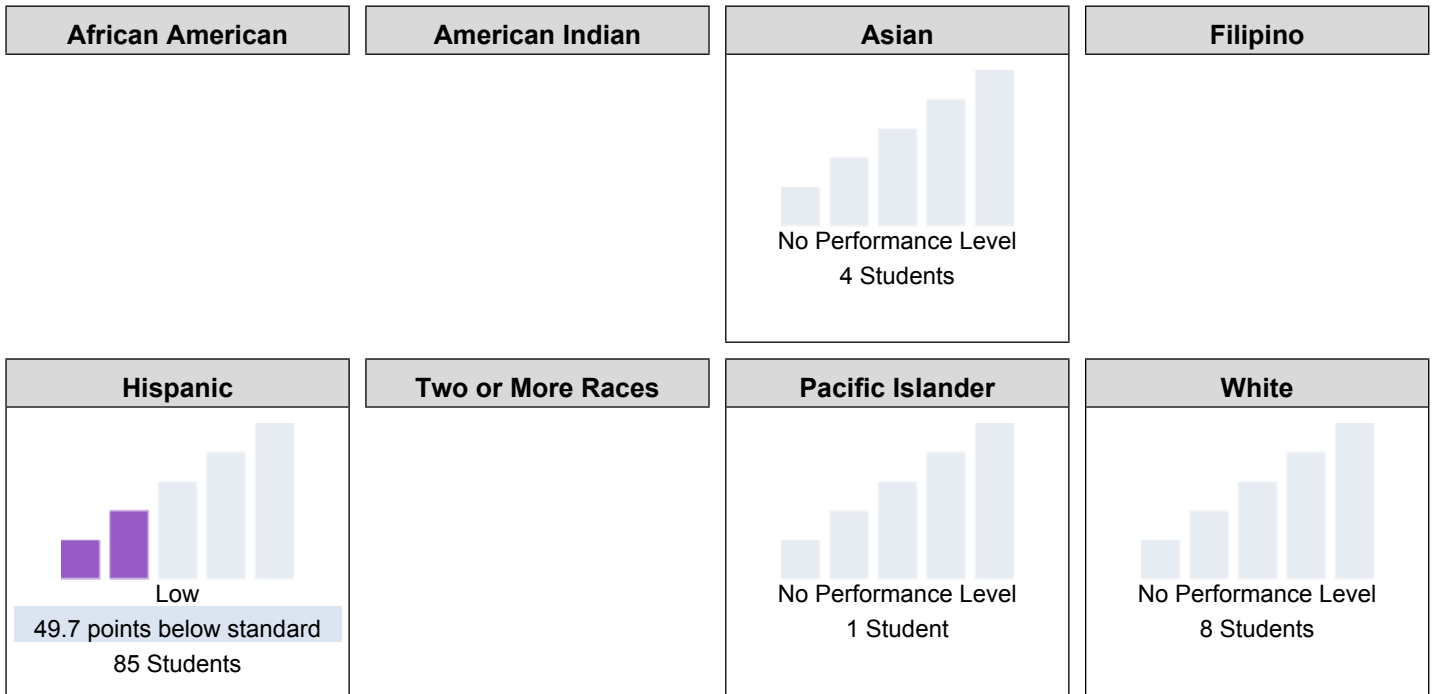
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.5 points below standard	51.9 points above standard	74.7 points below standard
47 Students	20 Students	31 Students

Conclusions based on this data:

1. Overall, all students, including English Learners, Hispanic, and those who are Socioeconomically Disadvantaged, performed low on the ELA SBAC.

2. Our subgroups performed an average of 48 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).

Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High
0	3	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
Low	Low	
93.9 points below standard	89.4 points below standard	
97 Students	67 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	No Performance Level
	93.5 points below standard	159.4 points below standard
	89 Students	20 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 4 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low 92.6 points below standard 85 Students		No Performance Level 1 Student	No Performance Level 8 Students
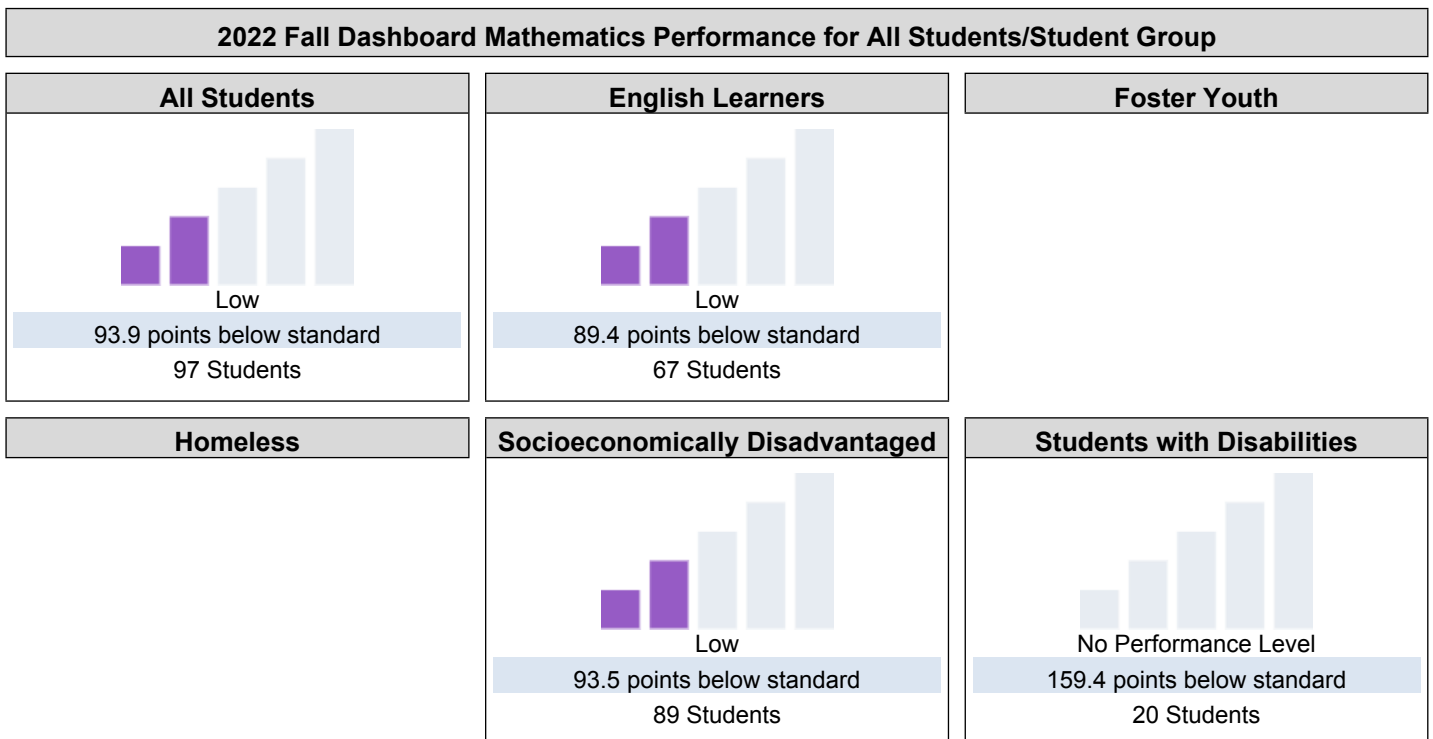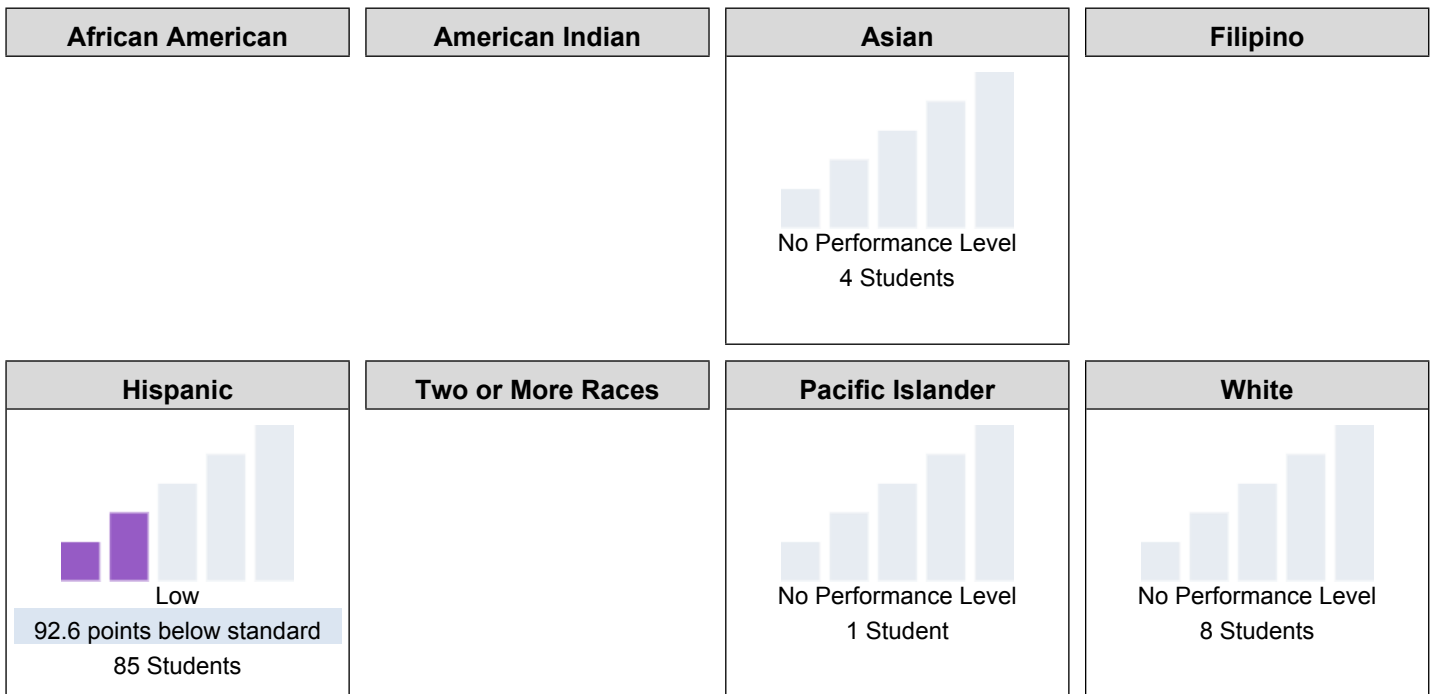
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.6 points below standard	25.5 points below standard	107.2 points below standard
47 Students	20 Students	29 Students

Conclusions based on this data:

1. Overall, all students, including English Learners, Hispanic, and those who are Socioeconomically Disadvantaged, performed low on the Math SBAC.

2. Our subgroups performed an average of 92 points below standard.
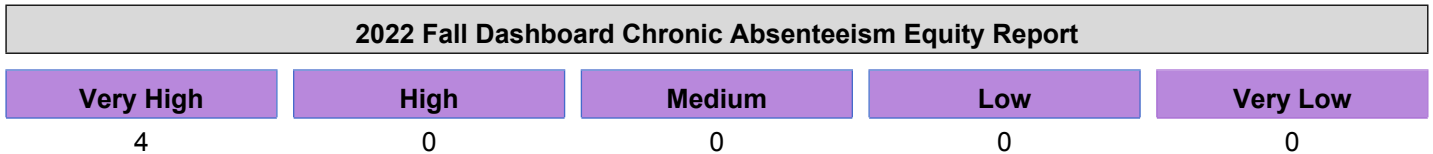
School and Student Performance Data

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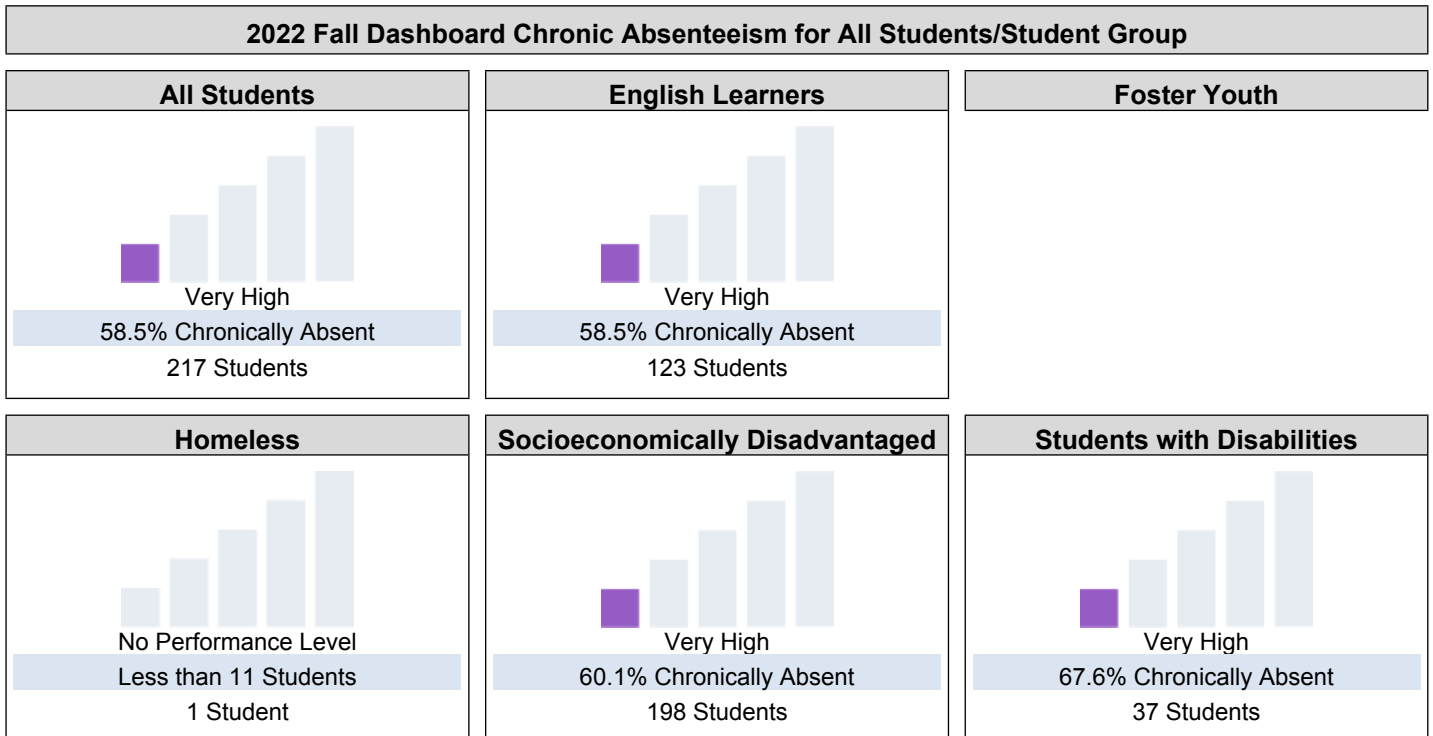
This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
VeryLow
28.1 making progress towards English language proficiency
Number of EL Students: 89 Students
Performance Level: 1
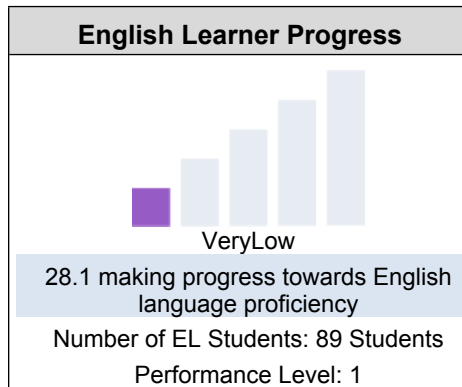
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
25.8%	46.1%	1.1%	27.0%

Conclusions based on this data:

1. The majority of our English Learners maintained proficiency levels 1, 2L, 2H, 3L, OR 3H. In addition, a quarter of our English Learners had a decline in proficiency.

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:
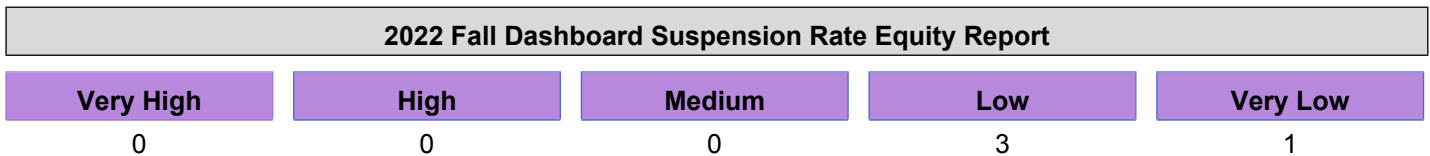
1.

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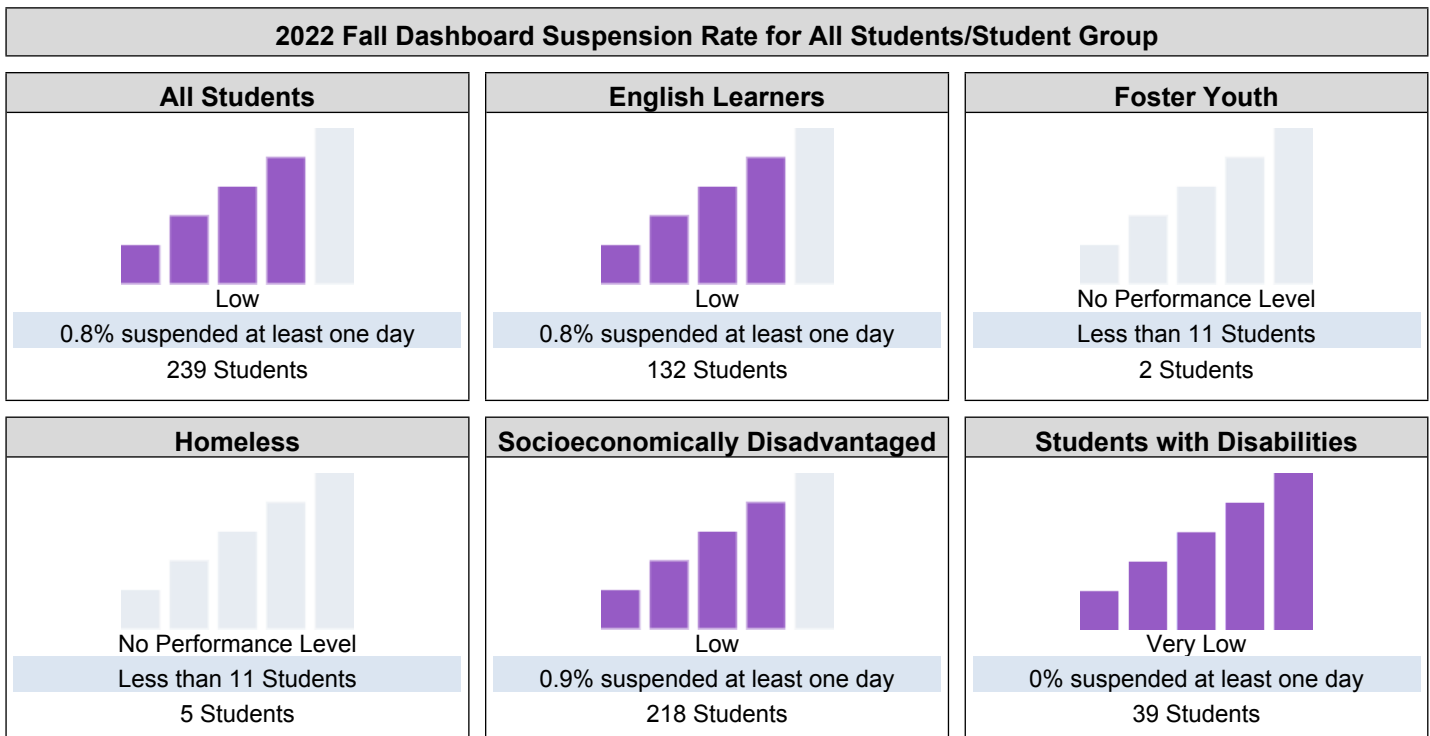
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
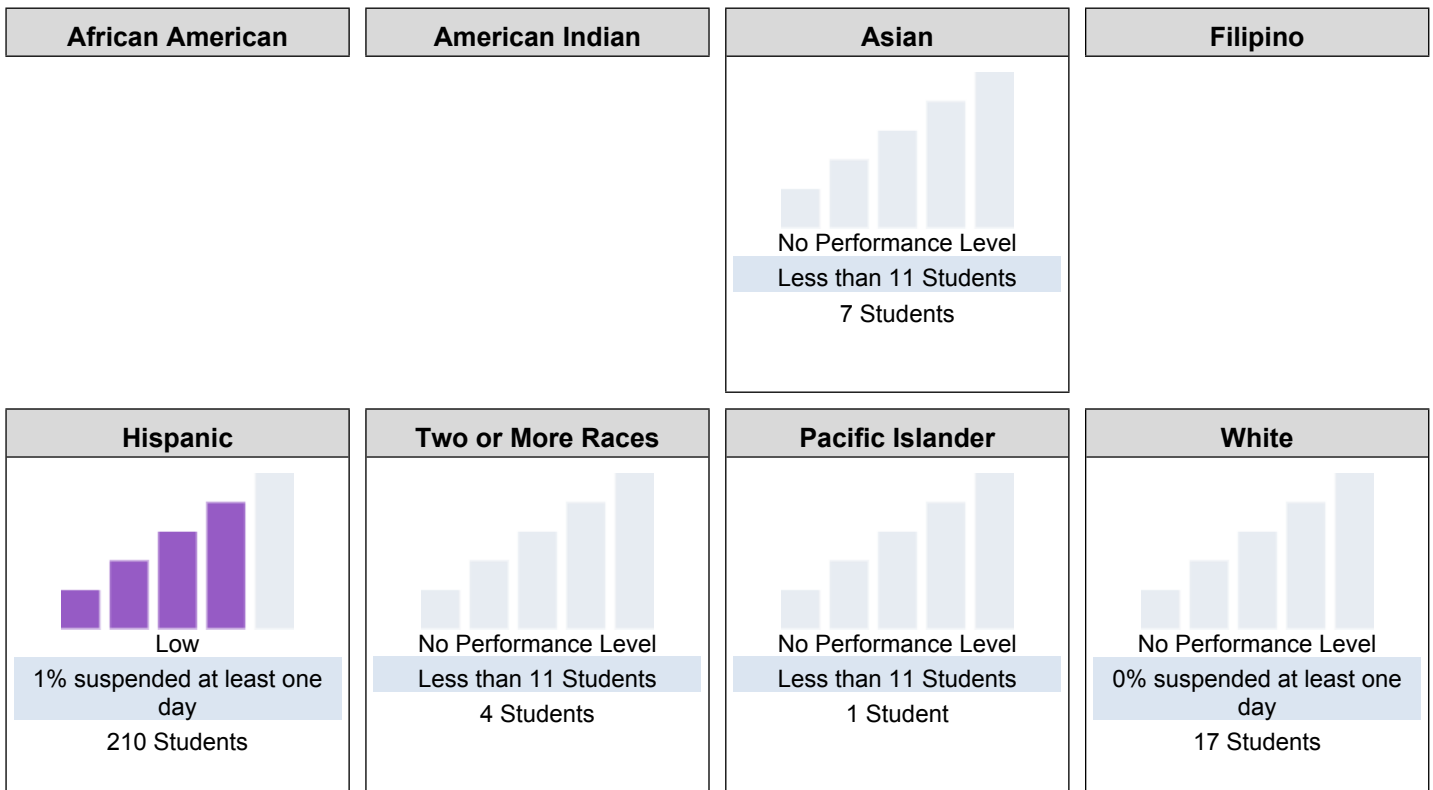
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	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	
58.5% Chronically Absent	58.5% Chronically Absent	
217 Students	123 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	60.1% Chronically Absent	67.6% Chronically Absent
1 Student	198 Students	37 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level	
		Less than 11 Students	
		7 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	No Performance Level
59.2% Chronically Absent	Less than 11 Students	Less than 11 Students	56.3% Chronically Absent
191 Students	2 Students	1 Student	16 Students
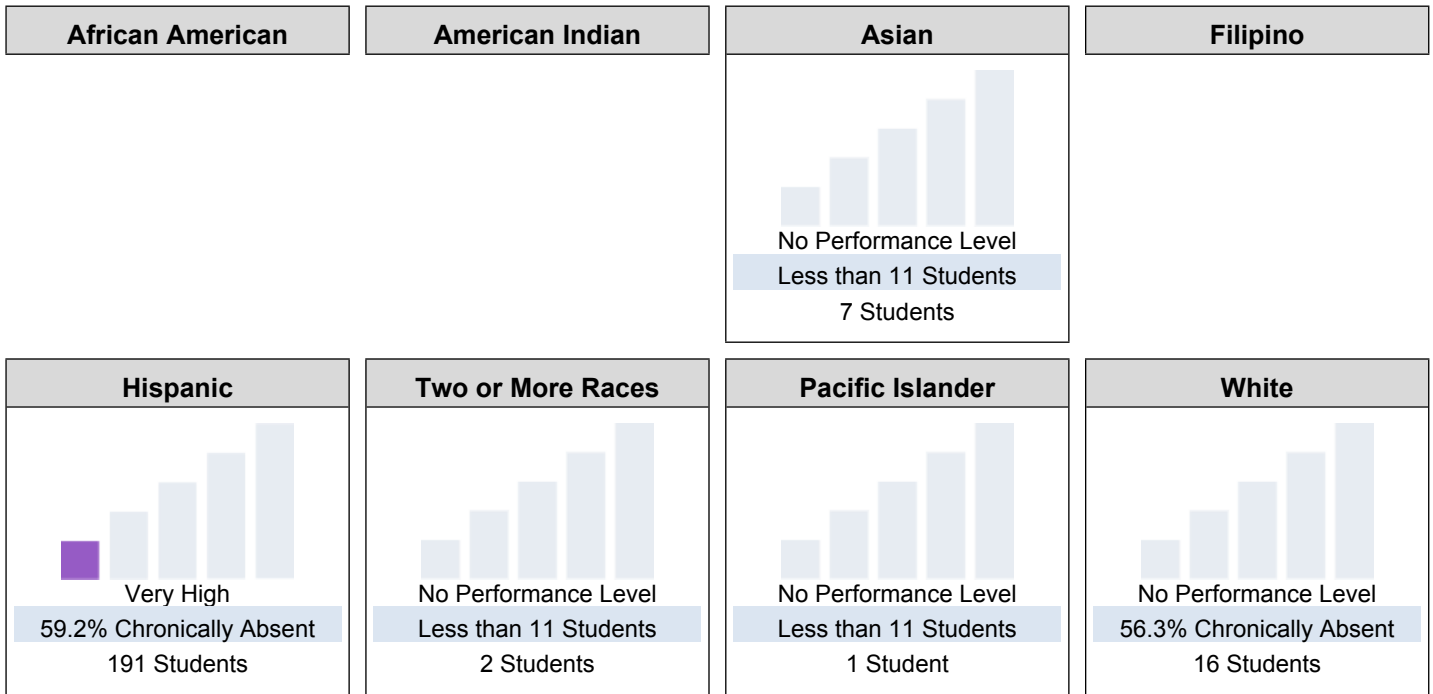
Conclusions based on this data:

1. Chronic absenteeism is very high overall and within each subgroup.

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.

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).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

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	0	0	3	1

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**
Low	Low	No Performance Level
0.8% suspended at least one day	0.8% suspended at least one day	Less than 11 Students
239 Students	132 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
Less than 11 Students	0.9% suspended at least one day	0% suspended at least one day
5 Students	218 Students	39 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level	
		Less than 11 Students	
		7 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	No Performance Level
1% suspended at least one day	Less than 11 Students	Less than 11 Students	0% suspended at least one day
210 Students	4 Students	1 Student	17 Students

Conclusions based on this data:

1. Suspension rate is low overall including within the following subgroups; English Learners, Socioeconomically Disadvantaged, and Hispanic.

2. Suspension rate is very low in our Students with Disabilities subgroup.

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

Academic Achievement for ALL

LEA/LCAP Goal

Goal 1 All students in Selma Unified will make progress toward the goal of grade level proficiency in ELA, Math, Science and ELD as measured by various, local, and state assessments.

Goal 1

All students and all subgroups in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science and ELD as measured by various, local, state assessments, and by the California Accountability Model & School Dashboard by the end of the 2022-2023 school year.

Identified Need

In alignment with the LCAP, Terry school will provide additional support to students to address the unfinished learning as identified by local assessments. The following are identified needs for the 2023-24 academic year:

ELA: In order for students to reach high proficiency levels on both local and state assessments, students need to be able to read on grade level, have solid comprehension, be able to compare different reading texts as well as make connections among ideas and texts. Students need to be engaged in guided and independent reading, both informational and literary, that is combined with well-thought out instruction so that students understand and are exposed to grade-level complex texts. Through ongoing daily reading students learn to read, compare, and analyze a wide range of texts. Students also need to write daily and be able to produce well organized, developed, and supported writing for different purposes. Students also need various choices to express their understanding, whether it be through a written report ,oral report or slide presentation. At the start of the school year, classroom teachers will set short and long term goals as well as SMART goals. and 3 - 6 will set fluency goals (CBM). During PLC release time, grade level teams will analyze STAR and Benchmark/Unit assessments to monitor student progress. Additionally 3-6 grade teachers will also have students take the Smarter Balanced IAB (Interim Assessment Block). Intervention and support staff will also be part of the PLC's to discuss growth made by students as well as to discuss exiting students and consideration of any new student. For this upcoming school year Terry will have two full time intervention teachers; one math and one reading intervention teacher.

Math: In order for students to meet or exceed standards on both local and state assessments, students need support in the following areas: concepts and procedures, problem solving, and communication and reasoning. In order to address these areas, teachers will provide: 1) daily practice with explaining and applying mathematical concepts as well as carrying out mathematical procedures with ease and accuracy; 2) daily opportunities to problem solve and apply learned strategies and 3) daily experiences analyzing real world problems. Diagnostic assessments are also important as these assessments help teachers gauge the student depth of understanding and helps determine student needs. This past year SUSD worked with the Math Mastery Project. Each grade level focused on the following: 1) Identifying and unpacking priority standards, 2) creating pre-

requisite skills tests, 3) administering and analyzing results, 4) planning instruction based on analysis, 5) creating CFA's, and 6) analyzing CFA data to determine percent of student mastery. This process continues until a minimum of 80% of the students demonstrate mastery. We will continue working with the Math Mastery Project for the upcoming school year. At the start of the school year teachers will set short and long term goals as well as SMART goals.   During PLC release time grade level teams will analyze STAR math data and determine the unit math assessments to be administered throughout the year to monitor student progress. Grades 3 - 6 grade teachers will also determine which Smarter Balanced assessments to use (IAB's or focused IAB's) to monitor progress towards grade level standards. Intervention and support staff will also be part of the PLC's to discuss growth made by students receiving support services as well as to discuss exiting students and consideration of any new student.

ELD: English Language Learners need to continue to show advancement in their English proficiency by increasing a minimum of one level per year as measured by the ELPAC. Additionally, students need to be redesignated after being in school for a minimum of four to five years. Special support needs to be provided to ELL's who are considered to be long-term English Learners due to the length of years at a level 3 or lower for more than six years. In order to support ELL's, designated ELD needs to take place daily for 30 minutes utilizing Benchmark Advance in tandem with the SUSD Designated ELD Lesson format. Integrated ELD should be done throughout the day so that students can learn grade level content. Through daily, designated ELD, and integrated ELD students receive the support needed to learn content and the necessary academic language. This past year we worked with the English Language Group which assisted with ELD observations, teacher feedback, as well as administrative support. According to our EL Program Effectiveness evaluation and the spring 2022 ELPAC, the number of students designated as ELL's declined from 66% (2021) to 61% (2022). There is also a drop of students classified as ELL's from primary grades (K - 3rd = 64%) and ELL's in intermediate grades (4- 6th = 36%). However, a high percentage of our ELL's scored at a level 2 (44%) and level 3 (40%) and only 4% of our students scored a level 4. We need to continue to have students move at a minimum of one level as well as increase our redesignation numbers as this area has declined in the past two years.

Science: In order for students to meet or exceed standards on both local and state assessments in Science, students need to be provided with high quality science instruction which includes standards aligned material and resources. Instruction should integrate student participation in classroom science discourse, students need to read, write, and visually represent models and construct explanations of the concepts they are learning. This past year teachers used Amplify as the new adopted curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - ALL (last tested year spring of 2019)	Based on the spring 2022 state assessment a minimum of 50% of ALL students will demonstrate proficiency (reaching a level 3 or 4) on the CAASPP assessment. Results: 27.35% Spring 2019 CAASPP results:	The percent of students reaching proficiency (level 3 or 4) will increase by 10% as measured by the 2023 spring CAASPP assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	46.3% met or exceeded standards in ELA	
CAASPP ELA - ALL DFS (Distance From Standard/ level 3)	Spring 2022 CAASPP ELA - Distance from level three (DFS) Results: -49.9 points below the distance from level 3 Spring 2019 CAASPP results: • 13.4 points below the distance from level 3 (+11.2 point increase)	Thirty percent (30%) of students scoring below the DFS (distance from standard) will improve their DFS score by 15 to 25 points as measured by the 2023 spring CAASPP assessment.
CAASPP ELA Proficiency: ELL's (English Learners)	Based on the spring 2022 state assessment a minimum of 50% of ELL students will demonstrate proficiency (reaching a level 3 or 4) on the spring 2022 CAASPP assessment. Results: 13.21% Spring 2019 results: 18.19% met or exceeded standards	The percent of ELL students reaching proficiency (level 3 or 4) will increase by 10% as measured by the 2023 spring CAASPP assessment.
CAASPP ELA / ELL (DFS) Distance From Standard / level 3)	Spring 2022 CAASPP ELA / ELL Distance from level three (DFS) Results:-46.6 points below the distance from level 3 Spring 2019 results: • 21.4 points below the distance from level 3 (+8 point increase)	Thirty percent (30%) of ELL students scoring below the DFS (distance from standard) will improve their DFS score by 15 to 25 points as measured by the 2023 spring CAASPP assessment.
CAASPP ELA Proficiency: SPED students (students receiving special education services)	Based on the spring 2022 state assessment a minimum of 30% of SPED students will demonstrate proficiency (reaching a level 3 or 4) on the	The percent of SPED students reaching proficiency (level 3 or 4) will increase by 10% as measured by the 2023 spring CAASPP assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	spring 2022 CAASPP assessment. Results: 10% Spring 2019 results: 16.67% met or exceeded standards	
CAASPP MATH - ALL (last tested year spring of 2019)	Based on the spring 2022 state assessment a minimum of 50% of ALL students will demonstrate proficiency (reaching a level 3 or 4) on the CAASPP assessment. Results: 13.89% Spring 2019 results: 24.7% met or exceeded standards	The percent of students reaching proficiency (level 3 or 4) will increase by 10% as measured by the 2023 spring CAASPP assessment.
CAASPP Math - (DFS) Distance from Standard (level 3) ALL	Spring 2022 CAASPP ELA - Distance from level three (DFS) Results: -93.9 points below the distance from level 3 (+20.7 point increase) Spring 2019 results: • 43.3 points below the distance from level 3 (+20.7 point increase)	Thirty percent (30%) of students scoring below the DFS (distance from standard) will improve their DFS score by 15 to 25 points as measured by the 2023 spring CAASPP assessment.
CAASPP MATH Proficiency ELL's (English Learners)	Based on the spring 2022 state assessment a minimum of 50% of ELL students will demonstrate proficiency (reaching a level 3 or 4) on the spring 2022 CAASPP assessment. Results: 5.46% Spring 2019 results: 8.89% met or exceeded standards	The percent of ELL students reaching proficiency (level 3 or 4) will increase by 10% as measured by the 2023 spring CAASPP assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP MATH / ELL (DFA)Distance from level 3	Spring 2022 CAASPP Math / ELL Distance from level three (DFS) Results: -88.5 points below the distance from level 3 Spring 2019 results: • 41 points below the distance from level 3 (+23.5 point increase)	Thirty percent (30%) of ELL students scoring below the DFS (distance from standard) will improve their DFS score by 15 to 25 points as measured by the 2023 spring CAASPP assessment.
CAASPP MATH Proficiency: SPED students (students receiving special education services)	Based on the spring 2022 state assessment a minimum of 30% of SPED students will demonstrate proficiency (reaching a level 3 or 4) on the spring 2022 CAASPP assessment. Results: 10% Spring 2019 results: 16.67% met or exceeded standards	The percent of SPED students reaching proficiency (level 3 or 4) will increase by 10% as measured by the 2023 spring CAASPP assessment.
CAASPP CAST (CA Science Test) 5th grade only	Based on the spring 2022 CAASPP a minimum of 50% of ALL students will demonstrate proficiency (reaching a level 3 or 4). Results: 0% Met or Exceeded/48% Nearly met Spring 2019 results: 13.33% met or exceeded standards	The percent of students reaching proficiency (level 3 or 4) will increase by 10% as measured by the 2023 spring CAASPP assessment.
ELPAC (English Language Proficiency Assessment for California)	Based on the spring 2022 ELPAC a minimum of 35% of ELLs will reach a level 4 (well developed). Results: 1.82% proficient 2021-2022 (unofficial - June 2022) Level 4 = 5 students (4%)	The percentage of ELLs scoring a level 4 will increase from 4% to 14% (+10%) as measured by the spring 2023 ELPAC.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level 3 = 49 students (40%) Level 2 = 53 students (44%) Level 1 = 14 students (12%) Total tested - 121 2020 - 2021 (CDE - data quest) Level 4 = 14 students (13%) Level 3 = 37 students (35%) Level 2 = 42 students (40%) Level 1 = 14 students (13%) Total tested - 107 2019-2020 (used Illuminate data due to unavailable official data on CDE - data quest) Level 4 = 4 students (9%) Level 3 = 48 students (45%) Level 2 = 40 students (36%) Level 1 = 14 students (9%) Total tested - 106	
Reclassification Rates (3 years)	Fifteen percent (15%) of ELLs will be reclassified during 2021-2022 school year based on the spring 2022 ELPAC scores and district criteria. 2021 - 22 = 7 (6%) Percentage is not final as students may continue to be redesignated through October 5, 2022 to count for the 2021-22 school year. 2020 - 21 = 3% 2019 - 20 = 17%	The reclassification percentage will increase from 6% (unofficial 2022) to 16% (+10%) as measured by the spring 2023 ELPAC.
DRA K-2	Based on the end of year DRA scores for 2021-2022, 50% of students in K-2 will be reading *on grade level compared to 34% in 2020 - 2021. End of year results for 2021-2022: 58.5% of students in K - 2nd demonstrated reading on	Based on the end of the year DRA scores for 2022 - 2023, 65% (increase of 6.5% compared to 2021-2022) of students in grades K - 2nd will be reading on grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	grade level as measured by the DRA. *Expected end of the year reading levels: Kinder = Level 4 1st = Level 16 2nd = level 16 - 24	
STAR 2-6 Reading	2021-2022 STAR Reading proficient rate (at/above benchmark) will be 65%. End of year. results = 16.1% 2020 - 2021 = 25% (reflects mid yr. scores due to school closure)	The percent of students scoring proficient (at/above benchmark) will increase by 20% as measured by the 2023 spring STAR Reading assessment.
STAR 2 - 6 Math	2021-2022 STAR Math proficient rate (at/above benchmark) will be 65%. End of year. results = 14.8% 2020 - 2021 = 28% (reflects mid yr. scores due to school closure)	The percent of students scoring proficient (at/above benchmark) will increase by 20% as measured by the 2023 spring STAR Math assessment.

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 will be served by this Strategy/Activity.

Strategy/Activity

In order to encourage independent reading a Library Clerk/Technician will assist students in utilizing the school library resources. These supports will include assisting students with learning the Dewey system to locate instructional materials, using Destiny to check out books, as well as lessons on how to use the Terry Library website to access on-line reading material. Lessons will also be taught on website safety, digital citizenship, well as chromebook etiquette.

The Library Clerk/Technician will also provide support to reinforce ELA/ELD as well as other content areas by collaborating with teacher librarians, other library clerks/technicians, classroom teachers, as well as the reading intervention teacher. The Library Clerk/Technician will also seek teacher input when ordering library books, videos and any other educational material.

Additionally the Library Clerk/Technician will assist with reading incentive programs, help plan a school Family Literacy event, promote literacy activities, and select/provide resources that will support the content standards and reading programs of the school. Support will also be provided to English Learners in locating language appropriate reference materials, primary language materials and other research 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)
8,242	Title I 2000-2999: Classified Personnel Salaries Salary/Benefits
5,000	LCFF Program materials/supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this Strategy/Activity.

Strategy/Activity

Students who are identified as being two or more levels below grade level will receive additional intervention support. Intervention support will be provided for both reading and math. SUSD will determine which assessments will be used to identify at-risk students as well as what will be used to exit students. Both intervention teachers will share progress made by students and will use pre and post data to monitor student progress as well as determine the effectiveness of the services. These services will be provided by either pull-out or push-in.

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)
74,914	Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher (TOSA) 40% of total salary

1,400	Title I Supplemental materials for math intervention services
1,400	Title I Supplemental materials for reading intervention services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will be served by this Strategy/Activity.

Strategy/Activity

Teachers will be provided with the necessary time to work collaboratively with their peers to continue to address the needs of all students, design lessons, evaluate needs of students and subgroups and develop formative assessments. Teachers will be provided professional learning opportunities which help address identified needs. Additionally, teachers will utilize the cycle of continuous improvement process in which they will set group targets, identify strategies to support academic improvement, and evaluate the effectiveness of identified changes.

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)
8,000	Title I 1000-1999: Certificated Personnel Salaries Certificated sub days: 5 days maximum per teacher Current sub rates = $200/daily
9,500	LCFF 1000-1999: Certificated Personnel Salaries Certificated Professional Development Trainings ($950 per teacher)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners will be served by this Strategy/Activity

Strategy/Activity

In order to address identified needs in language acquisition for English Learners supplemental curriculum and instructional programs will be provided for in person and/or distance learning for additional practice in language development.

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)
	District Funded 4000-4999: Books And Supplies English 3D

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this Strategy/Activity

Strategy/Activity

In order to address the needs in ELA, Math, ELD, and Science supplemental materials will be provided. These materials and supplies will be used to support the content standards in each of these areas. Support will either be in-person and/or distance learning.

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)
23,000	Title I 4000-4999: Books And Supplies Supplemental classroom material ($3,000 per teacher)
24,000	LCFF 4000-4999: Books And Supplies Supplemental materials ($3,000 per teacher)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this Strategy/Activity

Strategy/Activity

In order to increase the academic achievement levels, teachers and students will be provided with instructional technological equipment and resources to support 21st century learning skills for in-person and/or distance learning.

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)
4,429	Title I 4000-4999: Books And Supplies Technology equipment (headphones, etc.)

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.

Terry Elementary used the following strategies/activities for the 2021-2022 school year:
Library Technician- Assisted with reading incentive programs, helped to organize Family Literacy Night, promoted literacy activities such as book club and journaling club.

Reading Intervention Teacher- Provided reading intervention students to students in grades 2-6, provided data analysis and observational analysis to the Student Study Team.

Certificated sub days- Teachers were offered 3 planning days throughout the year.

English 3D- Our 4th-6th grade teachers were provided English 3D training and curriculum for implementation.

Supplemental classroom materials were provided to all certificated teachers.

Technology equipment was provided to all teachers in order to enhance best first instruction.

Specific indicators of success/effectiveness in implementing this activity or strategy: Teacher feedback relating to planning days. All students use district approved computer apps to support reading and math.

Specific indicators of lack of success/ effectiveness in implementing this activity or strategy: ELA and Math SBAC scores are below the state average. High number of students performing below standard on the STAR and showing little progress since the beginning of the year.

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

NA

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.

Planning days will be increased from 3 to 5. Planning will align with the curriculum maps.
Discussion will be intentional and outcomes will be provided.
School site principals will have control of guiding intervention so that the support best aligns with the student need.
More frequent data analysis to closely monitor the academic progress of ALL students including the following subgroups: English Learners, Homeless/ Foster, SED, and Students with Disabilities.

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

Parent & Family Participation, Student Attendance

LEA/LCAP Goal

Goal 4 Parent participation and Family Engagement opportunities will be provided to develop strong home-school connections and to encourage consistent student attendance.

Goal 2

All parents will be provided with parent and family involvement activities designed to provide parents and families with information, trainings, and resources for helping their children reach academic, linguistic and social-emotional goals.

Identified Need

Parent engagement and parent education are important factors in student achievement levels, attendance, and building positive relationships. We continue to work and build trusting relationships with our parent community through collaboration and establishing a caring culture community. We know that this is vital to student success. Unfortunately due to COVID protocols, our parent participation declined during this past school year.   Not being able to conduct face-to-face meetings greatly impacted the involvement of our families. Although some of our parents have technology skills and feel comfortable joining virtual meetings, there was a definite decline in parent participation. With the new 2022-23 school year we hope to offer face-to-face workshops and family events to increase parent participation. For this past year we utilized the SUSD Parent University workshops offered. These workshops offered a variety of important topics for our families such as building biliteracy, emotional/mental health, as well as family finances. For this upcoming year we will continue to partner with Parent University as well as provide a Family Literacy event. Another important topic will be on internet safety. In addition, we will introduce the "P2 for Families" training sessions which are part of the Positivity Project.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey Results Parent Survey:	2021-2022 Thirty percent (30%) of our parents will participate in taking the California School Parent Survey. Results: 8 of our families responded to the California School Parent Survey.	2022-2023 - Our parent participation rate will increase by 10% based on the California School Parent Survey results.
Attendance at Parent Trainings/Events/Meetings	2021-2022 average attendance at parent trainings, events, and meetings will be 30%.	2022-2023 average attendance rate for parent trainings,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Results: Highest participation rate was during parent conferences and Open House (in-person) - 80%; meetings (PTC, SSC, ELAC) was less than 10% and district trainings/workshops less than 5%.	events, and meetings will increase by 10%.

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 parents/students will be served by this Strategy/Activity.

Strategy/Activity

Provide high quality parent trainings which supports parents in the area of technology, literacy, math, oral language development, higher education and academic performance. SUSD Parent University workshops and site workshops/trainings will be offered to parents. This year we will continue with the Positivity Project. Parents will be part of the "P2 for Families 1-1-3". During site workshops parents will learn about different character strengths and will be provided the following: one quote, one video and three questions to help guide their discussion with their children. Each of these components will be accessible to parents throughout the year based on the character focus of the week.

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)
0	District Funded 4000-4999: Books And Supplies Chromebooks: library loaners, no cost
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures District Parent University
0	District Funded 4000-4999: Books And Supplies P2 for Families 1-1-3 and supplies
1,227	Title I

	2000-2999: Classified Personnel Salaries Classified Support (daycare, translating etc.)
500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Interprogram services (mailing/printing)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All parents/students will be served by this Strategy/Activity.

Strategy/Activity

Encourage participation at local, county, and state conferences such as CABE, Migrant Region IV meetings as well as city and local universities. Events will be shared via Parent Square, PTC, SSC, and ELAC meetings as well as shared by teachers.

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)
1,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Conference Registration and Transportation

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.

Terry Elementary used the following strategies for the 2021-2022 school year:
District provided chromebooks
Positivity Project
Parent University
Classified support for daycare, translating, etc.
Interprogram services (mailing/printing)-

Specific indicators of success/effectiveness in implementing this activity or strategy: daily positivity project announcements to teachers and staff. Weekly P2 focus. Daily P2 lesson implementation in every classroom. LCAP/ SPSA Parent feedback on site level communication.

Specific indicators of lack of success/ effectiveness in implementing this activity or strategy: Lack of parent involvement at district and site meetings/trainings.

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

N/A

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.

Goal 2 will remain the same for the 23-24 school year. We will continue to inform and encourage our parents to participate in district and school site parent meetings. We will also strive to build strong family and community engagement as well as help build leadership capacity and skills.

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

Multi-tiered Systems of Supports (MTSS) for Social-Emotional Learning, Behavior, Safety and School Climate

LEA/LCAP Goal

Goal 3 Multi-tiered Systems of Supports will be implemented in order to assess, identify, provide interventions and monitor students for Tier 2 and 3 behavior and social-emotional support

Goal 3

Students will be provided with support that will address social-emotional, behavioral and mental health needs in order to maintain or improve student attendance and engagement.

Identified Need

As a site we will continue to work diligently and strategically to address the social and emotional needs of our students as well as any other unanticipated needs that may surface after the post pandemic. Services will be offered based on MTSS referrals, parent requests, as well as teacher recommendations. Our Mental Health team and school psychologist will also work closely with the site administrator to monitor support, evaluate unanticipated needs, and determine the impact of services offered.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Monthly ADA Reporting	2021-2022 average daily attendance will be 95% or higher, as measured by monthly ADA reporting. Results: Actual average daily attendance for 2021-2022 was 87.3%. 2020-2021 average daily attendance was 91.4%	2022-2023 average daily attendance will increase by 10% as measured by monthly ADA reporting.
California School Dashboard Chronic Absenteeism Rate (chronic absenteeism defined as missing 10% or more of the academic year for any reason)	2021-2022 Chronic absenteeism rate will decrease from 12.3% to 8%. Results: Chronic absenteeism 2021-2022 was 56%. No state data available for 2020 or 2021	2022-2023 Chronic absenteeism rate will decrease by 25% compared to the previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*Chronic absenteeism - percent of student absent 10% or more days enrolled.	
California School Dashboard Suspension Rate	2021-2022 Suspension Rate baseline will be established in Spring of 2022 Results: 1% (2 students) were suspended during the 2021-22 school year.	2022-2023 The suspension rate will be less than 1%

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 will be served by this Strategy/Activity.

Strategy/Activity

We will continue to work with the MTSS framework to identify students who are in need of physical, social emotional, intellectual, and psychological support. Professional learning opportunities will be provided to the staff to help expand skills and knowledge in meeting the needs of students with identified needs. Parents will also learn about the Positivity Project.

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)
0	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this Strategy/Activity.

Strategy/Activity

Students will engage in character building lessons from the Positivity Project to help build positive relationships by recognizing positive character strengths in themselves and others.

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)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Positivity Project materials/supplies to enhance program

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will be served by this Strategy/Activity.

Strategy/Activity

Students will have the opportunity to participate in enrichment activities to help promote our character pillars of being responsible, respectful, and safe.

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)
20,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures PBIS enrichment activities

Strategy/Activity 4

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.

	None Specified

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.

The following strategies/activities were implemented during the 2021-2022 school year.
P2 character lessons
P2 materials/supplies to enhance the program
Fine Arts program (Fresno Arts Council)

Specific indicators of success/effectiveness in implementing this activity or strategy: daily positivity project announcements to teachers and staff. Weekly P2 focus. Daily P2 lesson implementation in every classroom. Fine Arts provided various classes for students K-6 (African drumming, theatre, art, and folklorico dancing).

Specific indicators of lack of success/ effectiveness in implementing this activity or strategy: Increase in minor behavior referrals. Increase in Fresno Arts Council reports of unwanted behaviors during classes as the year progressed.

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

N/A

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.

Terry will not renew its contract with the Fresno Arts Council for the 2023-2024 school year. Instead, enrichment activities, assemblies, and rallies will be calendared throughout the year to promote positive student behaviors.

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

LEA/LCAP Goal

Goal 4

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.

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

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	$122,612
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$182,612.00

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	$122,612.00

Subtotal of additional federal funds included for this school: $122,612.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$60,000.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $60,000.00

Total of federal, state, and/or local funds for this school: $182,612.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	60,000.00
None Specified	0.00
Title I	122,612.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	92,414.00
2000-2999: Classified Personnel Salaries	9,469.00
4000-4999: Books And Supplies	51,429.00
5800: Professional/Consulting Services And Operating Expenditures	21,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF	9,500.00
4000-4999: Books And Supplies	LCFF	24,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	21,500.00

	None Specified	0.00
	Title I	2,800.00
1000-1999: Certificated Personnel Salaries	Title I	82,914.00
2000-2999: Classified Personnel Salaries	Title I	9,469.00
4000-4999: Books And Supplies	Title I	27,429.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	159,885.00
Goal 2	2,727.00
Goal 3	20,000.00

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

6 Parent or Community Members

Name of Members	Role
Sabrina Green	Principal
Dena Yarbrough	Classroom Teacher
Eddie Pecina	Classroom Teacher
Roxanne Garrigus-Case	Other School Staff
Josie Miramontes	Parent or Community Member
Michelle Driggers	Parent or Community Member
Rosa Marcial	Parent or Community Member
Carmelina Lopez	Parent or Community Member
Mirna Lopez	Parent or Community Member
Marisol Ramirez	Parent or Community Member
Annette Gonzalez	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

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

Attested:

Principal, Sabrina Green on

SSC Chairperson, Josie Miramontes on

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:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee *Francisca Infante*	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list)	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on: **5/30/2023**

Attested:

Sabrina Green
Typed name of School Principal   Signature of School Principal   Date **5/30/2023**

Josie Miramontes
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date **5/30/2023**

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.

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

SPSA Input
Terry Staff

Goal 1:
All students and all subgroups in Selma Unified will make progress towards the goal of reaching proficiency in ELA, Math Science, and ELD as measured by various local, state assessments, and by the California Accountability Model and School Dashboard by the end of the 2022-2023 school year.

Teachers input on items to Keep:
Library Act#1:
- Teacher Input, Library resources

Intervention Act #2:
- Assessments used, intervention

Teacher Planning Act #3:
- Planning days, Class materials, Teacher resources.
- More built on planning time during the day- such as during art how if we keep?
- Friday Activity afternoon where teachers could plan once a month?
- Is it possible to do 6 half days for teacher planning?

Supplemental ELD Act #4:
- Full time ELD designated teacher.
- Imagine learning reinstated.
- Full time designated ELD teacher who could have a small group focus on the needs of students.

Activity #5:
- I don't know what this is so it is difficult to say.

Activity #6:
- Need a system for loaners to be changed.
- Need new headphones that aren't so hard.

Teacher input on items to start:
- Maybe start a tutor club for before school?
- Or could also be done in the ASP?
- Create "something" that could use and celebrate students' unique strengths. Let's say someone is really struggling with reading but great at art. Maybe allowing or creating a sense that are still contributing and recognized could keep their determination there to succeed and power through academically.
- E3D
- Need more chargers and chromebooks.

- Instructional Aides/Support staff for differentiated support.

Goal 2:
All parents will be provided with parent and family involvement activities designed to provide parents and families with information, training, and resources for helping their children reach academic, linguistic, and social- emotional goals.

Teachers input on items to Keep:
- Parent University (District)
- Literacy Night

Activity #1:
- Include more sites based on specific identified needs.
- Maybe have more non fundraising community events to make parents feel that they are wanted and embraced by the school. Breakfast with grandparents was awesome!

Teacher input on items to start:
- Parent university
- Parent "Club" Planning
- Science or math night
- Bring in Informational resources (Speakers)

Goal 3:
Students will be provided with support that will address social- emotional behavioral and mental health needs in order to maintain or improve student attendance and engagement.

Teacher input on items to Keep:
- MTSS
- PLO
- P2
- Fine arts
- Safety Plan

Terry Elementary

English Learners Advisory Committee (ELAC)
Single Plan for Student Achievement SPSA Input Form

May 3rd, 2023

The Terry Elementary ELAC has reviewed the school data, SPSA goals and the Title I budget at the May 3rd, 2023, meeting.

ELAC's input on the SPSA to the School Site Council (SSC) is the following:

Regarding the SPSA Goals:

Goal 1 –
- allow teachers with more support to help students
- pull students that are struggling and offer 1:1 or small group support
- consider home environment and outside home/issues

Goal 2 –
- promote events better to increase parent involvement. Letters/flyers are the best form of communication in addition to social media. It would be good to have a marquee so parents can see when they come to the school.

Goal 3 –
- find what students are interested in (ex:sports). If we are having a student constantly absent, possibly find their interests and develop a plan to improve attendance based off of the interest.

ELAC President/Chair_____
<div align="center">Signature</div>

Principal_____
<div align="center">Signature</div>

(Attach this form to the corresponding minutes. Submit a copy of this form to SSC prior to the approval of the SPSA. Document this input and attach the copy of this form to the SSC corresponding minutes.)

Escuela Terry

Comité Asesor de Estudiantes de Inglés (ELAC)
Formulario de entrada de SPSA para un solo plan de rendimiento estudiantil
3 de mayo del 2023

El Comité de Terry ELAC ha revisado los datos de la escuela, las metas de SPSA y el presupuesto del Título I durante la junta:3 de mayo del 2023

La información de ELAC sobre el SPSA para el Consejo Escolar (SSC) es la siguiente:

<u>*Con respecto a los objetivos de SPSA:*</u>

Objetivo 1:

Objetivo 2:

Objetivo 3:

Presidente / Presidente de ELAC _____
<div align="center"><i>Firma</i></div>

Director de escuela _____
<div align="center"><i>Firma</i></div>

(Adjunte este formulario a las actas correspondientes. Presente una copia de este formulario al SSC antes de la aprobación del SPSA. Documente esta entrada y adjunte la copia de este formulario a las actas correspondientes del SSC).

COMMUNITY SCHOOLS SURVEY: STUDENT & FAMILY NEEDS

SCHOOL: Terry Elementary   GROUP:_____ DATE: 11/14/2022____

- I feel that a universal social emotional curriculum in the classrooms every day (5-10 minutes at the beginning of each day) can help students. Move This World would be great to look into.
- enrichment activities, make sure that our students at Terry see and learn about the outside world, field trips, project based activities, Make sure that services are consistent - that students
- Maybe implement a functional behavior plan for those with specific behaviors that disrupt classrooms.
- Parent Trainings-how to recognize your child's/spouse's strengths
- Community involvement, activities that invite families to our schools
- At the end of each month there should be an award ceremony. For example: Perfect Attendance Award, Kindness Certificate, Math Master Award, etc.
- Relieve some stress from site leaders and staff. I have not heard this from my site leaders however I have heard from others that they are fearful to speak up and it does not sound like a collaborative administrative environment. We have come to learn that students perform better and engage better when they feel like they are in a supported relationship and are encouraged to take risks. This should be the same for staff and admin. If all staff are fearful and stressed we are not emotionally available to do the best for those students who need us the most. If you want the best for students then staff must feel supported and safe to take risks and learn new things to help all students.

- Parent trainings could help, I feel a lot of parents think that the school themselves can deal with behaviors but research always shows that when parents are targeting the same behaviors at home as we do in the school, students benefit more. (Example Trainings: How to help angry child, implementing reward charts at home, seeking outside services, etc.)
- parent education. Especially 0-4. Economic and Educational support for the adults in the home.
- Parent volunteer days. Encouraging parents to visit classrooms.
- Support the father roles/get the fathers involved
- Start to provide Parenting classes for ages 0-4
- Parents should be invited to the monthly awards assembly. They should also have the opportunity to volunteer to prepare and decorate for the meeting.
- We need more outreach/help for parents who can't attend or are too shy or embarrassed to attend parent university etc. often times the students who have the most difficulties have parents that are uncomfortable taking advantage of services that are already offered. How can we reach them? What are other districts doing?

- More personnel in the classrooms full time (aides to implement reward charts effectively, or allow students breaks outside with the aide, etc). Less students in each classroom/more teachers.
- Develop an intentional plan for how those relationships are going to look, and create a model of true shared leadership with principals as facilitators not isolated decision makers. Identify and train parents to be members of long term teams that help to collaborate and make the decisions that influence the curriculum and climate of their school.
- Encourage professional development days for teachers.
- Support elementary teachers with aides/paraprofessionals who can help with small groups.
- would like to see TRUE collaboration
- There should be an Instructional Coach for each subject that elementary teachers teach. Examples: ELA Instructional Coach, ELD Instructional Coach, Math Instructional Coach, Science Instructional Coach, and a Social Studies Instructional Coach.
- The district needs to stop encumbering almost every one of our PLC times to do district busywork. We really do have a good group of teachers in Selma unified however with the current system of PLC they are stretched to the nth degree and there is no time to actually collaborate or plan for what is effective for students. The math mastery project is taking up an inordinate amount of time to either try to decipher, correct, or navigate the either late or error filled items we are supposed to be working from.

- For older students, vocational classes. For any age students, more sports, music, dance, art programs. Humans who feel more passionate about something specific, feel more purpose in their lives, and tend to do better in life.
- More whole child development activities - music, art, social - well being. Community involvement. Academic achievement comes from developing the whole mind and body - not just narrow academic goals.
- Help build background knowledge. More field trips to allow students to experience outside of their community.
- PE or game activities on the weekends. Physical acitivities open doors for communication. Offer free swim lessons to those who do not know how to swim (life saving skill). Offer other life saving skills like CPR; how to recognize when someone...
- art/music
- There should be a Dance Club, an Art Club, and a Public Speaking club to promote students' social, emotional, and physical development.
- I feel we need to get better at the programs we are currently offering before we start expanding and adding new programs. There is a difference between offering supervised child care and offering educational experiences.

Other Feedback:

- I also feel that more funds to buy truly motivating rewards for students could help us implement more effective behavior interventions. Rewards should be individualized to be most motivating.
- Also these questions seem to be more geared to community members and not staff so some were difficult to answer directly.