

Terronez Middle

10621666112882

Principal's Name: Gilbert Villareal

Principal's Signature:

A handwritten signature in black ink, appearing to be 'G. Villareal', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

| Table of Contents | |
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| Topic | Details |
| Cover Page | <i>CDS Code with Signature</i> |
| Table of Contents | <i>Listing of SPSA Contents and District Goals</i> |
| Centralized Services | <i>N/A</i> |
| School Site Council Assurances | <i>Consolidated Program Assurances</i> |
| School Site Council (SSC) | <i>Members list</i> |
| Required Signatures | <i>Principal and SSC Chairperson</i> |
| Budget | <i>Site Allocations</i> |
| School Quality Review Process | <ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i> |
| Additional Documents | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i> |

| District Goals | |
|--|---|
| <p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p> | |
| Student Goal | Improve academic performance at challenging levels |
| Student Goal | Expand student-centered and real-world learning experiences |
| Student Goal | Increase student engagement in their school and community |
| Staff Goal | Increase recruitment and retention of staff reflecting the diversity of our community |
| Family Goal | Increase inclusive opportunities for families to engage in their students’ education |

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

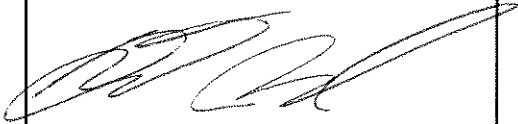
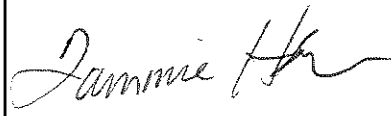
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| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p> |
| <p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p> |
| <p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p> |
| <p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p> |
| <p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p> |
| <p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p> |
| <p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p> |
| <p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p> |
| <p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p> |

School Site Council

| School Site Council List | | | | | |
|----------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Gilbert Villareal | X | | | | |
| 2. Chairperson – Tammie Hobson | | X | | | |
| 3. Khalida Taleb | | X | | | |
| 4. Archie Womack | | X | | | |
| 5. Brittani Quinto | | X | | | |
| 6. Angelica Espino | | | X | | |
| 7. Evalyn Hernandez | | | | | X |
| 8. Yasmery Delgado | | | | | X |
| 9. Bethany Yang | | | | | X |
| 10. Marlene Alonzo | | | | | X |
| 11. Erika De La Cruz | | | | X | |
| 12. Angelica Guzman | | | | X | |
| 13. Veronica Medina | | | | X | |
| 14. | | | | | |
| 15. | | | | | |

| |
|--|
| Check the appropriate box below: |
| <input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. |
| <input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____. |

Required Signatures

| School Name: Terronez Middle | | | |
|---|-------------------------|---|-------------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Gilbert Villareal |  | 3/20/2025 |
| SSC Chairperson | Tammie Hobson |  | 3/20/2025 |

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
 Revised School Plan for Student Achievement Allocations

FY 2025/26

Terronez - 0423

ON-SITE ALLOCATION

| | | |
|------|-----------------------------------|------------|
| 3010 | Title I | \$71,832 * |
| 7090 | LCFF Supplemental & Concentration | \$208,506 |
| 7091 | LCFF for English Learners | \$52,560 |

| | |
|---|------------------|
| TOTAL 2025/26 ON-SITE ALLOCATION | \$332,898 |
|---|------------------|

| | |
|---|----------|
| * These are the total funds provided through the Consolidated Application | |
| * Title I requires a specific investment for Parent Involvement | |
| Parent Involvement Budget - Minimum | \$2,336 |
| Program Budget | \$69,496 |
| Total Title I Allocation | \$71,832 |

ESSA Assistance Status: Not Identified for Assistance

Terronez Middle 2025-2026 - SPSA Draft Edits

Current Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Required | Current Target | Actual | As Of | Target |
|---|----------|----------------|------------|-----------|------------|
| ELPAC - percentage of students who scored 4 | | | 15 % | 2023-2024 | 16.1 % |
| SBAC ELA - Average distance from standard | ✓ | 20 pts | -79.2 pts | 2023-2024 | -64.2 pts |
| SBAC ELA - Average distance from standard (African American) | ✓ | | -104.7 pts | 2023-2024 | -89.7 pts |
| SBAC ELA - Average distance from standard (English Learner) | ✓ | 25 pts | -127.3 pts | 2023-2024 | -112.3 pts |
| SBAC ELA - Average distance from standard (Hispanic) | ✓ | 20 pts | -92.5 pts | 2023-2024 | -77.5 pts |
| SBAC ELA - Average distance from standard (Long-Term English Learner) | ✓ | | -140.9 pts | 2023-2024 | -125.9 pts |
| SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged) | ✓ | 20 pts | -82 pts | 2023-2024 | -67 pts |
| SBAC ELA - Average distance from standard (Students w/ Disabilities) | ✓ | 25 pts | -160.6 pts | 2023-2024 | -145.6 pts |
| SBAC ELA - percentage of students met/exceeded standard | ✓ | 26 % | 26.1 % | 2023-2024 | 31.1 % |
| SBAC Math - Average distance from standard | ✓ | 40 pts | -107.9 pts | 2023-2024 | -92.9 pts |
| SBAC Math - percentage of students met/exceeded standard | ✓ | 18.1 % | 14.5 % | 2023-2024 | 19.5 % |

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based upon the SBAC ELA data above, our students increased in the distance from standard in ELA by 11.7 points compared to the previous school year. English learners, students with disabilities, and African Americans among the farthest in distance from standard. In mathematics, students decreased by 11.2 points in distance from standard but did not meet the 40 points goal.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Inconsistent ELA teacher staffing that lead to inconsistency in quality of instruction. At the end of the 23-24 school year, only one core ELA teacher started and ended the year employed at our site.
2. Lack of instruction that promotes critical thinking in both math and literacy for all student groups. The majority of time in classrooms, teachers are carrying the cognitive load as opposed to students as seen through classroom observations.
3. Inconsistent implementation of PLC + and student data analysis in PLCs.
4. Ineffective systems set for intervention practices. Data suggests that not all students take advantage of tutoring or ASA period.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Develop new teacher on-ramp program to ensure teacher transitions do not interrupt student learning.
2. Use PL to develop teachers use of critical thinking strategies and project based learning.
3. Implement school wide CFA calendar and review.
4. Improve tutoring and ASA period system to ensure students are getting intervention needed.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Action #1: CAASPP ELA/Literacy

Partially Implemented

By May 2025, 44% of all 7th grade students will meet or exceed standards as measured by the ELA SBAC.
By May 2025, 33% of all 8th grade students will meet or exceed standards as measured by the ELA SBAC.

ELA/Literacy. In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez ELA teachers will implement Springboard, the guaranteed and viable curriculum (GVC) with fidelity and implement strategic instructional practices that provide students with opportunities to build their comprehension through oral and written tasks on a daily basis. All Terronez teachers will incorporate strategies and use resources that support the regional created integrated literacy map to provide students with multiple opportunities throughout the day to engage in reading or speaking about a text, every period of every day. Teachers will also incorporate routines and practices that ensure students are responsible for demonstrating their thinking in the classroom and participating in Academic Discourse, or Talk Moves, on a daily basis. As a component of our culture of connectedness and collaboration, ELA teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, CADA WEB Training, Professional Learning Communities and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole

and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team and Regional Literacy Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.

Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. In addition to attending these PL opportunities and working closely with teams to determine best practices and effective strategies, the ELA PLC will create and use common assessments and data to plan instruction to meet the diverse learning needs of all students. This structure will promote an increase of students meeting or exceeding standards for the 2024-25 school year as measured by ELA SBAC.

Implemented:

- Springboard has been utilized in all classrooms
- Written tasks given daily
- Teachers engaged in PL, Standards institute, AMD, PLC, and PLI
- Literacy team met monthly
- Data monitored in PLC

Not Implemented:

- Consistent student discourse
- Consistent student collaboration
- Literacy team not connected regionally
- Integrated literacy map not followed
- Pivot team not implemented

Action 2: Action #2: CAASPP Mathematics

Partially Implemented

By May 2025, 24% of all 7th grade students will meet or exceed standards as measured by the Math SBAC.

By May 2025, 23% of all 8th grade students will meet or exceed standards as measured by the Math SBAC.

MATH: In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez Math teachers will implement Go Math!, the guaranteed and viable curriculum (GVC) with fidelity and employ instructional practices that allow all students to access and learn the content. Teachers will continue to collaborate in order to ensure that students are responsible for doing the thinking in the classroom through the mathematical practices with embedded focus, coherence, and rigor, and readily access instructional resources. As a component of our culture of connectedness and collaboration, teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AMD Summer Institute, CADA, WEB Training, Professional Learning Communities and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. In addition to attending these PL opportunities and working closely with teams to determine best practices and effective strategies, the Math PLC will create and use common assessments and data to plan instruction to meet the diverse learning needs of all students. This structure will promote a 7% increase or higher of students meeting or exceeding standards for the 2024-2025 school year as measured by the Math SBAC.

Implemented

- Go Math used in all classrooms
- Teachers attended conferences and PL
- PLI support

Not Implemented

- Students not consistently responsible for the thinking
- No Pivot team

Action 3: Action #3: D/F Rate

Partially Implemented

By June 2025, 35% or less of students will have a D or F on their report card.

D/F: In continued alignment with our site goal to increase and accelerate student achievement, all Terronez staff will promote all students to perform to their highest potential academically and behaviorally through multiple structures and procedures. Students' academic progress will be monitored through Early Identification and Intervention System tool (EIS). Terronez staff will be trained on strategies through professional learning on how to work with students at risk of failing and will develop positive plans for student support and RTI in the classroom. Teachers will also be trained on ways to identify student's "triggers" to promote a more positive working relationship within the classroom in efforts to decrease the amount of students categorized as high-risk. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AMD Summer Institute, CADA, WEB Training, Professional Learning Communities and district PLI training that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. This structure will promote a decrease in the percentage of students earning a D or F in a core class during the 2024-25 school year as measured by their report cards.

Implemented:

- Training (RP) for new teachers
- Teachers attended PL and conferences

Not Implemented:

- No Pivot team
- Teachers did not consistently monitor or address student needs for academics and behavior

Action 4: Action #4: EL Redesignation

Partially Implemented

By June 2025, 40% of EL students in the upper intermediate level will be re-designated as measured by the ELPAC and District measures.

ELD: In continued alignment with our site and regional goal to increase and accelerate student achievement, the Terronez Instructional Leadership Team will develop a cross-disciplinary literacy plan to promote instruction of literacy and support EL students in all content areas. All teachers will incorporate essential learnings and use department created common assessments and data to improve instruction for English Learners. Teachers will use classroom resources to appropriately incorporate use of technology into their instruction, attend to students' abilities to think critically and use their creativity and ensure that all students have opportunities to communicate and collaborate with one another while valuing multiple perspectives, languages, and world views. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AMD Summer Institute, CADA, WEB Training, Professional Learning Communities and district PLI training that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. This cross-disciplinary literacy plan will promote skills and knowledge necessary for English Learners to progress in all academic subjects, improve in all three modes of communication (collaborative, productive, and interpreter), and strengthen accuracy of production and ultimately achieve redesignation status. This structure will promote an increase of students being redesignated as measured by the ELPAC.

Implemented:

- Cross-disciplinary literacy team
- EL data monitored
- PLI team
- Conferences and PL attended by teachers

Not implemented:

- Pivot team not created
- Not all classrooms had identifiable EL strategies and critical thinking practices as measured by classroom observations

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Action #1: CAASPP ELA Literacy

Ineffective

Overall students DFS increased in ELA scores as measured by SBAC. Action was ineffective in getting students closer to grade level as measured by average DFS. New Teachers were not onboarded effectively or efficiently causing a decline in best practices for students.

Action 2: Action #2: CAASPP Mathematics

Partially Effective

Overall students increased in DFS in math by over 11 points. We did miss our goal of 15 however math team has taken big strides in improving student outcomes. Teachers will engage in coaching and PL this year which we anticipate will get to our goal of 15 points DFS overall.

Action 3: Action #3: D/F Rate

Ineffective

At the end of the year, 56% of students had at least one D or F. Current system of support in Academic teams was not efficient in getting students correct intervention.

Action 4: Action #4: EL Redesignation

Partially Effective

33.3% of upper intermediate students were reclassified in 23-24 school year. Teachers engaged in literacy team however, EL strategies and instruction was not the emphasis. New EL cohort lead by a new teacher that is still developing program. Teachers need more PL and coaching in EL strategies.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1- Implementation of Terronez instructional Success Criteria that was jointly made with ILT and all teachers. Criteria used to teach and onboard new Terronez teachers.

Action 2- Center literacy team around EL strategies and adopt the PLC + process for all meetings.

Action 3- Creation of House System to utilize for student grade review and intervention.

Action 4- Restructure ASA to ensure students are getting intervention that is appropriate.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

- Restructure ASA time for student intervention.
- Improve system for tutoring.
- Improve communication to families about tutoring and interventions.

ELAC:

- Increase communication from teachers to families on assignments and due dates.
- Continue after school program and supports.

Staff:

- Restructure ASA so students are using it for intervention as designed.
- Keep sending teachers to Ron Clark Academy
- Implement more I-Ready my path lessons at home and in class.
- Improve AMD implementation
- Implement House System

Action 1 :

Action #1: CAASPP ELA/Literacy

Action Details:

By May 2026, the overall average DFS for 7th graders in ELA will increase from -74 to -59 or more as measured by the ELA SBAC.

By May 2026, the overall average DFS for 8th graders in ELA will increase from -85 to -70 or more as measured by the ELA SBAC.

ELA/Literacy: In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez ELA teachers will implement Springboard, the guaranteed and viable curriculum (GVC) with fidelity and implement strategic instructional practices that provide students with opportunities to build their comprehension through oral and written tasks on a daily basis. All Terronez teachers will incorporate strategies and use resources to implement the Terronez Instructional Success Criteria to ensure students get multiple opportunities throughout the day to engage in reading or speaking about a text, every period of every day. Teachers will also incorporate routines and practices that ensure students are responsible for demonstrating their thinking in the classroom and participating in Academic Discourse, or Talk Moves, on a daily basis. As a component of our culture of connectedness and collaboration, ELA teachers will continue to participate in professional learning opportunities, including The Ron Clark Academy and ASCD Conference, Professional Learning Communities and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. The ELA PLC will create and use common assessments and data to plan instruction to meet the diverse learning needs of all students. This structure will promote an improved DFS in ELA for the 2025-26 school year as measured by ELA SBAC.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Ongoing Instructional Services through multiple measures:

- Springboard curriculum
- TSA support
- Academic Counseling: Grade Chats
- Substitute teacher coverage for co-teachers to attend PLI training and Peer walkthroughs
- Students track assessment data, set goals, and reflect during Advisory periods (contained within personal agenda planner)
- After-school and lunch tutorials

- Comprehensive Response to Intervention program to provide universal supports to all students within the school day
- Extended Library Hours
- Ethnic Studies

All students will engage in a range of structured learning, including but not limited to:

- Collaborative learning
- Small group instruction
- Inquiry between and among disciplines
- Interdisciplinary units
- Real-world applications using STEAM and Project based learning.
- Gradual release models of instruction
- Productive talk/Classroom discussions
- Reciprocal teaching

All students will receive instruction using school-wide common strategies:

- Cloze reading exercises
- Annotating/Marking the text
- Text dependent questions
- Cornell notes
- Seminars: Paidea, Socratic, etc...
- Students form questions to address ranges of DoK
- Talk Moves and Academic Discourse

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers
- Licenses for databases and software to use for Blended Learning
- Access to school library for independent reading
- Paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of the suspension rate, mathematics and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English learners. These funds would also be used for student study trips and classroom technology used for student learning.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year and for substitutes during ELPAC testing. These funds will also be used for supplemental contracts for teachers involved in the site literacy team, for student travel, and to support parents who attend meetings by providing food and decorations for meeting spaces.

4. As a site: What are planned actions to support English learner students?

Ongoing Services and Support through multiple measures:

- Integrate ELD standards in daily lessons
- Reading, writing, speaking, and listening in every lesson
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan
- Home-School Liaison
- Public translating services
- TSA Support

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Socio-economically Disadvantaged (SED): Technology purchases for laptops and hotspots

Students with Disabilities (SWD): After school tutoring with a credentialed SPED teacher.

Hispanic (HI): After school and lunch tutoring

Long Term English Learner (LTEL): Parent participation for MLA Cohort, after school and lunch tutoring, RCA and ASCD conference to develop teachers EL strategies.

African American (AA): After school and lunch tutoring with AASC advisors, RCA and ASCD conference to develop teachers equitable instruction strategies.

English Learner (EL): Parent participation for MLA Cohort, after school and lunch tutoring, RCA and ASCD conference to develop teachers EL strategies.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Socio-economically Disadvantaged (SED): After school and lunch tutoring. Materials and supplies for real world and PBL instruction. Materials and supplies for student supplies and technology.

Students with Disabilities (SWD): After school and lunch tutoring. Materials and supplies to support hands on and differentiated instruction.

Hispanic (HI): After school and lunch tutoring.

Long Term English Learner (LTEL): After school and lunch tutoring Materials and supplies to support hands on and differentiated instruction. ASCD and RCA conference to develop teachers EL strategies. Materials and Supplies to support MLA cohort. Funds for student study trips

English Learner (EL): After school and lunch tutoring. Materials and supplies and support hands on and differentiated instruction. ASCD and RCA conference to develop teachers EL strategies. Materials and supplies to support MLA cohort. Funds for student study trips

African American (AA): After school and lunch tutoring. Materials and supplies for ASCD cohort. Funds for student study trips.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED): Offer student technology for home, offer student study trips, give students general school supplies, create House System to incentivize student engagement in class. Improve ASA system for in school interventions.

Students with Disabilities (SWD): Offer tutoring after school and lunch with a credentialed SPED teacher. Improve ASA system for in school interventions. Teachers to engage in PL to differentiate instruction for SWD.

Hispanic (HI): Offer student technology for home, offer student study trips, give students general school supplies, create House System to incentivize student engagement in class. Improve ASA system for in school interventions.

Long Term English Learner (LTEL): Implementation of MLA (Multi-lingual Learners Academy) to improve LTEL academic progress, offer tutoring after school and lunch with a credentialed teacher. Improve ASA system for in school interventions. Teachers to engage in PL to differentiate instruction for ELs.

English Learner (EL): Implementation of MLA (Multi-lingual Learners Academy) to improve EL academic progress, offer tutoring after school and lunch with a credentialed teacher. Improve ASA system for in school interventions. Teachers to engage in PL to differentiate instruction for ELs.

African American (AA): Continuation of AASC (African-American Student Coalition) to improve AA students academic progress. offer tutoring after school and lunch with a credentialed teacher. Improve ASA system for in school interventions. Teachers to engage in PL to differentiate instruction for AA students and offer equitable instruction. Student study trips to support student academic help.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers will meet 3-5 of each criteria points with a success rate of 70% on the Terronez Instructional Success Criteria as measured by administration classroom walkthroughs. Administration and teachers to monitor data.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

District interim, I-Ready diagnostic, and SBAC interim assessments will show an increase in student growth and grade level measurements throughout the year. 55% of all students will meet their stretch growth in the I-Ready as measured by administration and teachers.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC results: Students will grow 15 points in DFS from -79.3 to -64.2. Outcomes measured by Administration and teachers.

Action 2 :

Action #2: CAASPP Mathematics

[Action Details:](#)

By May 2026, the school average DFS for 7th graders in math will increase from -74 to -59 or more as measured by the Math SBAC.

By May 2026, the overall average DFS for 8th graders in math will increase from -122 to -107 or more as measured by the Math SBAC.

MATH: In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez math teachers will implement Go Math, the guaranteed and viable curriculum (GVC) with fidelity and implement strategic instructional practices that provide students with opportunities to build their comprehension through oral and written tasks on a daily basis. All Terronez teachers will incorporate strategies and use resources that support the Terronez Instructional Success Criteria to provide students with multiple opportunities throughout the day to engage in reading or speaking about a text, every period of every day. Teachers will also incorporate routines and practices that ensure students are responsible for demonstrating their thinking in the classroom and participating in Academic Discourse, or Talk Moves, on a daily basis. As a component of our culture of connectedness and collaboration, math teachers will continue to participate in professional learning opportunities, including The Ron Clark Academy and ASCD Conference, Professional Learning Communities and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. Throughout the academic school year, Terronez Site Leaders will utilize the Terronez Instructional Success Criteria to collect data on teacher best practices. Teachers will utilize the Terronez Instructional Success Criteria to plan lessons and do peer observations. The math PLC will create and use common assessments and data to plan instruction to meet the diverse learning needs of all students. This structure will promote an improved DFS in math for the 2025-26 school year as measured by math SBAC.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Ongoing Instructional Services through multiple measures:

- Go Math! curriculum
- TSA Support
- Academic Counseling
- Substitute teacher coverage for co-teachers to attend PL opportunities
- Students track assessment data, set goals, and reflect during Advisory periods (contained within personal agenda planner)
- After-school and lunch tutorials
- Comprehensive Response to Intervention program to provide universal supports to all students within the school day

All students will engage in a range of structured learning, including but not limited to:

- Collaborative learning
- Small group instruction
- Inquiry between and among disciplines
- Interdisciplinary units
- Real-world applications using STEAM and Project based learning.
- Gradual release models of instruction

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers
- Licenses for databases and software to use for Blended Learning
- Access to school library for independent reading
- Paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of the suspension rate, mathematics and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English learners. These funds would also be used for student study trips and classroom technology used for student learning.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year and for substitutes during ELPAC testing. These funds will also be used for supplemental contracts for teachers involved in the site literacy team, for student travel, and to support parents who attend meetings by providing food and decorations for meeting spaces.

Ongoing Services and Support through multiple measures:

- Integrate ELD standards in daily lessons
- Reading, writing, speaking, and listening in every lesson
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan
- Home-School Liaison
- Public translating services
- TSA Support

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Technology purchases for laptops and hotspots
- After school and lunch tutoring
- Parent participation for MLA Cohort and AASC
- RCA and ASCD conferences for teachers

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- After school and lunch tutoring.
- Materials and supplies for real world and PBL instruction
- Materials and supplies to support hands on and differentiated instruction.
- Materials and supplies for student house store
- Materials and supplies for House system.

- ASCD and RCA conference to develop teachers EL strategies
- Materials and Supplies to support MLA cohort.
- Funds for student study trips.

As a site: What are the planned actions to support this student group?

African American (AA): African American Student Coalition (AASC) support. All African American students given an on-site credentialed teacher as their advisor and case manager.

English Learners (EL): Multi-Lingual Learners Academy (MLA) support. All EL students given on-site credentialed teacher as their advisor and case manager.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers will meet 3-5 of each criteria points with a success rate of 70% on the Terronez Instructional Success Criteria as measured by administration classroom walkthroughs. Administration and teachers to monitor data.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

District interim, I-Ready diagnostic, and SBAC interim assessments will show an increase in student growth and grade level measurements throughout the year. 55% of all students will meet their stretch growth in the I-Ready as measured by administration and teachers.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC results: Students will grow 15 points in DFS from -113 to -98. Outcomes measured by Administration and teachers.

Action 3 :

Action #3: EL Redesignation

Action Details:

By June 2026, 40% of EL students in the upper intermediate level will be re-designated as measured by the ELPAC and District measures.

ELD: In continued alignment with our site and regional goal to increase and accelerate student achievement, the Terronez Instructional Leadership Team will develop a cross-disciplinary literacy plan to promote instruction of literacy and support EL students in all content areas. All teachers will incorporate essential learnings and use department created common assessments and data to improve instruction for English Learners. Teachers will use classroom resources to appropriately incorporate use of technology into their instruction, attend to students' abilities to think critically and use their creativity and ensure that all students have opportunities to communicate and collaborate with one

another while valuing multiple perspectives, languages, and world views. All Terronez teachers will continue to participate in professional learning opportunities, including Ron Clark Academy, ASCD, AMD Summer Institute, CADA WEB Training, Professional Learning Communities and district PLI training that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. This structure will promote an increase of students being redesignated as measured by the ELPAC. Students will get designated and equitable support in academics and social-emotional support from MLA team of teachers and administration.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Ongoing Instructional services through multiple measures:

- Participation in ELPAC seminars
- EL students will receive differentiated instruction to address their levels of proficiency according to the language continuum
- Voluntary workshops aimed at building proficiency, college, career and civic life capacities
- TSA Teacher-Support and chats as it relates to ELPAC, DRP, ELDA and grades
- Academic Counseling
- Students track assessment data, set goals, and reflect during Advisory periods (contained within personal agenda planner)
- After-school and lunch tutorials
- Comprehensive Response to Intervention program to provide universal supports to all students within the school day
- Emerging level EL students scheduled in ELD course
- Teachers in core content areas will create and administer lessons addressing literacy skills across content areas with appropriate interventions.

All students will engage in a range of structured learning, including but not limited to:

- Collaborative learning
- Small group instruction
- Inquiry between and among disciplines
- Interdisciplinary units
- Real-world applications using STEAM and Project based learning.
- Gradual release models of instruction

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers
- Licenses for databases and software to use for Blended Learning
- Access to school library for independent reading
- Paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of the suspension rate, mathematics and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English learners. These funds would also be used for student study trips and classroom technology used for student learning.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year and for substitutes during ELPAC testing. These funds will also be used for supplemental contracts for teachers involved in the site literacy team, for student travel, and to support parents who attend meetings by providing food and decorations for meeting spaces.

4. As a site: What are planned actions to support English learner students?

Ongoing Services and Support through multiple measures:

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMARTgoal and response plan
- Home-School Liaison will make home visits when necessary to ensure ongoing communication with families and school.
- Teaching Fellows
- Public translating services
- TSA Support

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Technology purchases for laptops and hotspots
- After school and lunch tutoring
- Parent participation for MLA Cohort and child care
- RCA and ASCD conferences for teachers

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- After school and lunch tutoring.
- Materials and supplies for real world and PBL instruction
- Materials and supplies to support hands on and differentiated instruction.
- Materials and supplies for student house store
- Materials and supplies for House system.
- ASCD and RCA conference to develop teachers EL strategies
- Materials and Supplies to support MLA cohort.
- Funds for student study trips.

As a site: What are the planned actions to support this student group?

English Learners (EL): Multi-Lingual Learners Academy (MLA) support. All EL students given on-site credentialed teacher as their advisor and case manager. MLA cohort will consist of consistent parent contact and parent participation events. Students will be given individualized support in specific ELA class and core subjects by TSA's and translation services. Students will get a preparation program for ELPAC testing and I-Ready assessment for redesignation.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers will meet 3-5 of each criteria points with a success rate of 70% on the Terronez Instructional Success Criteria as measured by administration classroom walkthroughs. Administration and teachers to monitor data.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

District interim, I-Ready diagnostic, and SBAC interim assessments will show an increase in student growth and grade level measurements throughout the year. 55% of all EL students will meet their stretch growth in the I-Ready as measured by administration and teachers.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

40% of all EL students in levels 3-4 will redesignate by the end of the year as measured by Ellevation program by TSA and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-----------------------------------|--------------|------------------------|--------|--|-----------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | After School Tutoring (For actions 1-3) *No IEPs or 504s* | 10,543.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Lunch time tutoring (2 teachers for actions 1-3) *No IEPs or 504s* | 6,131.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Teacher Summer Planning Hours for New Teachers (for actions 1-3) *No IEPs or 504s* | 4,292.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Middle School | 0.3000 | TSA for STEAM integration and EL student support | 49,562.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher substitutes for PLC planning and PL (for actions 1-3) | 10,735.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | : Magic School & other online platforms - G1A2,3 | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | STEAM and PBL classroom materials | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Materials and supplies for PBL | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Placeholder, additional amount needed for benefits/STRS. TSA Position. | 6,600.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Office Depot, Amazon, AASC, Student/teacher incentives. | 16,088.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Student Technology | 14,827.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | Teacher Conferences - RCA and AVID | 25,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics (actions 1-3) | 6,000.00 |
| G1A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | AVID : Contract services for Avid and Educational Elements (actions 1-3) | 10,200.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admi | Crt Supr-Sub | | | Admin Substitutes | 3,579.00 |
| G1A1 | Sup & Conc | In-House Instructional Staff Deve | Mat & Supp | | | Professional Learning for teachers ILT, buyback, SSC, Literacy team (food P.O.s) for actions 1-3 | 9,000.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | Literacy Team for EL Supports (actions 1-3) * No IEP | 6,131.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | Materials and Supplies for EL student support. | 5,042.00 |
| G1A1 | LCFF: EL | Instruction | Travel | | | Staff Conferences for ASCD & CADA | 15,000.00 |
| G1A1 | LCFF: EL | Instruction | Direct Trans | | | Transportation for Student Study Trips (for actions 1-3) | 5,000.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Subs | | | PLI subs for Literacy Team | 6,024.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Subs | | | Teachers subs for ELPAC | 4,771.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | ELPAC preparation materials and supplies | 3,000.00 |

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

\$232,525.00

Current Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Required | Current Target | Actual | As Of | Target |
|---|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain | ✓ | 78.4 % | 80 % | 2024-2025 | 85 % |

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We have surpassed our goal of a 78.4% favorability as measured from the climate and culture survey by reaching 80%. However, we would still like this to continue to increase and be higher to ensure all students feel that they get real-world experiences.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not all classrooms are consistently connecting students lessons to real-world connections.
- More teacher PL needed for teacher clarity and real world application.
- Project-based learning in early implementation stages.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase fidelity of classroom observations by both admin and peers.
- PL time needed to increase staff skills in teacher clarity.
- PL time and PLC time to increase staff skills in project based learning.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Action #1: Xello/Career Readiness

Partially Implemented

By June 2025, 100% of 8th grade students will participate in Xello as measured by Career Matchmaker and MySkills Assessment.

Xello/Career Readiness: In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez students will be provided early exposure to college and career exploration through multiple opportunities in their core classes. As a component of our culture of connectedness and collaboration, students will use technology in meaningful ways and will review results as a way to increase student self awareness as they learn about their developing interests and skills as they explore opportunities that are right for them. This structure will promote an increase of students who participate in and continually access Xello curriculum for the 2024-25 school year as measured by ongoing data collection.

Goal of above was implemented, however program changed from Xello. The new program is very similar to Xello and serves the same purpose.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Action #1: Xello/Career Readiness

Effective

Based on data from climate and culture data we exceeded our target of 78.4% favorable responses. We have begun implementing project based learning for a cohort of teachers and students as well as pushing S.T.E.A.M instructional practices.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will begin implementing school wide project based learning practices and involve more classrooms in Ty Jackson Entrepreneur program. PLI will involve a new cohort of teachers to continue developing PBL skills and instructional practices.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

ELAC:

Staff:

- PBL professional learning opportunities for teachers and exposure for students.
- More Student Study trips and STEAM

- Increase student activities in class instead of just doing lectures and problems.
- Continue after school program and supports.

- Continue with project-based learning. Expand it and find ways to partner with community organizations.
- Continue student study trips
- Continue College and Career Explorations: California colleges assessments

Action 1 :

Action #1: California Colleges/Career Readiness

Action Details:

By June 2026, the amount of students responding favorably in domain student-centered and real world experiences will increase from 80% to 85% as measured by the spring student climate and culture survey.

California Colleges/Career Readiness: In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez students will be provided early exposure to college and career exploration through multiple opportunities in their core classes. As a component of our culture of connectedness and collaboration, students will use technology in meaningful ways and will review results as a way to increase student self awareness as they learn about their developing interests and skills as they explore opportunities that are right for them. This structure will promote an increase of students who participate in and continually access the California Colleges curriculum for the 2025-26 school year as measured by ongoing data collection.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Ongoing Instructional Services through multiple measures:

- Students will have access to career exploration activities on campus and can access off campus, as well
- Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time to ensure high school readiness.
- Teachers will have supplemental contracts approved for tutoring to ensure high school readiness and student success.
- School wide grade tracking and goal setting with the use of academic planners to prepare students for high school and careers readiness.
- Students will utilize digital resources that align with practice and assessment with SBAC administration.
- Students will participate in strategic in-class intervention groups after CFA data is analyzed to prepare them for the rigorous college and career ready expectations.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of the suspension rate, mathematics and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English learners. These funds would also be used for student study trips and classroom technology used for student learning.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year and for substitutes during ELPAC testing. These funds will also be

used for supplemental contracts for teachers involved in the site literacy team, for student travel, and to support parents who attend meetings by providing food and decorations for meeting spaces.

4. As a site: What are planned actions to support English learner students?

- Every emerging level EL student will enroll in either a club or after school sport
- Home School Liaison
- Public translating services
- Field trips
- Celebrations and Recognition for students who hit milestones
- Develop and implement school-wide EL SMART goal and response plan

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Equipment and technology to support students in Real-World projects and lessons.
- Conferences to RCA and AMD to support staff development in real world lessons.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Materials and supplies for project based learning and S.T.E.A.M instruction
- Materials and supplies to support hands on and differentiated instruction.
- ASCD and RCA conference to develop teachers PBL and real world context strategies
- Materials and Supplies to support MLA cohort.
- Funds for student study trips
- Materials and supplies for CTE courses.

As a site: What are the planned actions to support this student group?

Teachers will develop skills through PL in planning Project-based lessons and STEAM implementation. Students will engage in California Colleges program to help prepare them for future careers and real-world opportunities. We will continue our CTE courses to allow students exposure to real-world opportunities.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increase in STEAM and Project based learning instruction as measured by teacher and student classroom observation data.

100% of students given opportunity to engage in California Colleges Curriculum as measured by Atlas engagement by academic counselors.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Fall student climate and culture survey will increase from 79% to 81% in domain: student centered and real-world experiences. As measured by the climate and culture team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Spring student climate and culture survey will increase from 81% to 85% in domain: student centered and real-world experiences. As measured by the climate and culture team.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G2 - Expand student-centered and real-world learning experiences

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|------------|-------------------|--------------|-----------|-----|---------------------------------|----------|
| G2A1 | Sup & Conc | Instruction | Oth Cls-Supp | | | AVID Classified tutors | 6,546.00 |
| G2A1 | Sup & Conc | Instruction | Direct Trans | | | Student Study Trips | 5,000.00 |

\$11,546.00

Current Goal 3 - STUDENTS: Increase student engagement in their school and community.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Required | Current Target | Actual | As Of | Target |
|---|----------|----------------|--------|-----------|---------|
| Chronic Absenteeism | ✓ | | 28.8 % | 2023-2024 | 25 % |
| Chronic Absenteeism - (African American) | ✓ | | 44.8 % | 2023-2024 | 38.2 % |
| Chronic Absenteeism - (English Learner) | ✓ | | 33.6 % | 2023-2024 | 29 % |
| Chronic Absenteeism - (Long-Term English Learner) | ✓ | | 33.3 % | 2023-2024 | 29.7 % |
| Suspension Rate | ✓ | 8.87 % | 13.8 % | 2023-2024 | 11.47 % |
| Suspension Rate - (African American) | ✓ | 20.87 % | 24.6 % | 2023-2024 | 18.27 % |

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on current multiple data sources; power BI and Atas ADA, attendance rate is low. Suspension rate is at 24.6% and is higher than goal of 20.87%. African Americans are being suspended at a disproportionate rate as compared to their peers. Not all students have an extra-curricular activity to engage them in school.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

3 major contributing factors are

- Targeted Support Team was focused on a variety of student needs; attention did not entirely focus on attendance.
- 67% of suspensions of African American students was due to force or attempting harm a(1) a(2).
- 64% of all suspensions for using force or attempting harm (a(1) and a(2))

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Concerted outreach to parents/families affected by the political environment
- Include Attendance in all TST meetings. Begin including AASC and MLA advisors to discuss EL and AA students.
- Create a team specifically for attendance to meet weekly. Including but not limited to, counselors, support staff and teachers.
- African American Student Coalition will implement reviewing attendance and suspensions during AASC meetings and specifically providing equitable support to all African American students.
- Multi-lingual Learners Academy (MLA) will implement reviewing attendance during MLA meetings and specifically providing equitable support to all EL students.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Action #1: Intervention and Suspension

Partially Implemented

By June 2025, the suspension rate will decrease to 10% or lower. As of quarter one of 2025, given our suspension data on PowerBI, we are on track for our suspension rate to be 10% or lower by June 2025.

By June 2025, the number of students who receive appropriate behavior interventions will increase to 85% RTI: In continued alignment with our site and regional goal to ensure a safe and welcoming environment and maintain a culture of connectedness and collaboration, we improved our Restorative Practices Plan and refined our multi-tiered system of support that includes classroom and school-wide interventions that address student behaviors and social emotional needs with targeted levels of support. We monitored effectiveness of these interventions through various methods of systems and data collection and will continue reviewing it weekly as a TST team. As a result, 100% of students who are identified as needing tier two or three supports have received appropriate interventions.

Fully Implemented: Admin team was trained, implemented and continuously calibrated misbehaviors using Discipline Guidelines. An RP counselor directly worked with CSSW to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-asses and follow up on Tier 2 students, as needed. As a result, the number of students who received appropriate and alternative interventions increased as measured by ATLAS and restorative logs, SEL survey data and Power BI. Our climate and culture team worked with teachers and administration to ensure school wide discipline policies were developed, revised when necessary and implemented with fidelity. Admin and the Climate and Culture team worked to determine areas of focus for the site as a whole and met periodically to collaborate on and monitor data pertaining to the school site plan. Throughout the academic school year, Terronez Site Leaders engaged in strategic learning opportunities directly impacting school improvement. Trainings included Co-Admin meetings with Dr. Chism on "Leading our School Toward Equity", Visible Learning by Doug Fisher and PLC+. All Terronez teachers participated in professional learning opportunities, including PLC + and had autonomy to select trainings pertaining to their needs, and led by teachers.

Partially Implemented: School-wide Restorative Classroom Plans of CHAMPS was implemented in most classrooms due to transiency in staff.

Action 2: Action #2 Attendance

Partially Implemented

By June 2025

our attendance rate will meet or exceed 98%. Attendance: We will continue to focus on how to strategically address absenteeism by enhancing our multi-tiered system of interventions for attendance. Interventions will be strategically designed for those who are identified as chronically absent. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AMD Summer Institute,

WEB Training, PLCs and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. We will also continue the monthly attendance parent meetings that provide parents and students with information regarding attendance and strategies to support the improvement of attendance, as well as resources available. An RP Counselor will report directly to CSSW to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-asses and follow up on Tier 2 students, as needed. This structure will promote a 2% decrease or higher of students who are chronically during the 2024-25 school year as measured by attendance records and SARB referrals.

Implemented:

Monitoring Daily attendance Power BI Reports: Chronic Absenteeism and Comprehensive School Performance Identify chronic absentees and tardy students Implement "Start on Time" to identify students and give consequences Attendance Interventions developed by Attendance Intervention (AI) Conduct parent intervention meeting (AI) Individual family meeting with CSSW Student Attendance Review Board (SARB) meetings with parents CSSW logs home visits in ATLAS Student rewards and incentives

TST team, SARB Referrals, Tier 2 were supported as needed,

Partially Implemented:

Focused home visits. There was no Pivot Team

Action 3: Action #3: Student Engagement

Not Implemented

By June 2025, 100% of students will be engaged in a sport, club or activity.

During the 2024-2025 school year, the percentage of students not engaged in a sport, club or activity will not drop below 90% each quarter.

Campus Culture: In continued alignment with our site and regional goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration, we will review and update our Campus Culture

plan. We had many students participating in extracurricular activities and athletics this year. The consistency of ATLAS entries has grown to the consistency of meetings held by CCD and AD with advisers and coaches. Focus on ATLAS

entries will continue in an effort to reflect the engagement on campus. This structure will promote an increase of students engaged in a sport, club or activity as measured by ATLAS engagements.

Implemented: Club rush and athletics.

Not Implemented: Consistent Data Review

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Action #1: Intervention and Suspension

Partially Effective

Admin team was trained, implemented and continuously calibrated misbehaviors using Discipline Guidelines. An RP counselor directly worked with CSSW to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-asses and follow up on Tier 2 students, as needed. As a result, the number of students who received appropriate and alternative interventions increased as measured by ATLAS and restorative logs, SEL survey data and Power BI. Our climate and culture team worked with teachers and administration to ensure school wide discipline policies were developed, revised when necessary and implemented with fidelity. Admin and the Climate and Culture team worked to determine areas of focus for the site as a whole and met periodically to collaborate on and monitor data pertaining to the school site plan. Throughout the academic school year, Terronez Site Leaders engaged in strategic learning opportunities directly impacting school improvement. Trainings included Co-Admin meetings with Dr. Chism on "Leading our

School Toward Equity", Visible Learning by Doug Fisher and PLC+. All Terronez teachers participated in professional learning opportunities, including PLC + and had autonomy to select trainings pertaining to their needs, and led by teachers.

One of the gaps that persists includes the lack of a streamlined communication amongst the human resources supporting students in the MTSS framework.

We have learned that although we have human resources in place for student support, we can do more to ensure that we are leveraging our resources to meet needs of ALL students.

Action 2: Action #2 Attendance

Partially Effective

Our comprehensive attendance management strategy employs data-driven monitoring through Power BI Reports, focusing on chronic absenteeism and school performance metrics. We implement early identification and intervention measures, including the "Start on Time" program and AI-assisted attendance interventions. Our multi-tiered support system encompasses parent intervention meetings, individual family consultations with Clinical School Social Workers (CSSW), and Student Attendance Review Board (SARB) meetings, all documented in the ATLAS system. To encourage positive behavior, we offer student rewards and incentives for improved attendance. We prioritize enhanced family communication by accommodating preferred languages, diverse schedules, and varied outreach methods. Recognizing challenges such as language barriers and scheduling conflicts, we strive to align SART meetings and Compact Agreement times with family availability. Crucially, we ensure all educational partners incorporate family input in decisions impacting student success, fostering a collaborative approach to attendance improvement. This inclusive strategy aims to create a responsive and effective attendance management system that addresses the needs of all stakeholders while promoting consistent school attendance and student success.

Action 3: Action #3: Student Engagement

Partially Effective

Over 90% of students were engaged in an extra-curricular activity. However, we did not implement effective data review by the Campus Culture Director and admin team. Therefore, students without an engagement did not get support to be connected to an extra-curricular activity. We will implement by-weekly meetings with admin and our Campus- Culture director to ensure 100% of students are engaged in at least one extra curricular activity. We will continue to do events like club rush and quarterly sports meetings to promote engagement to students.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

As a result of the analysis from A and B we will continue to use Discipline Guidelines to collaborate and streamline communication so that services to students and families run more effectively. We will improve communication by clearly developing expectations school-wide. We will use our new house system to build students engagement and connection to school, other students, and staff. We will ensure students are monitored for attendance and given incentives and interventions.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

- Continue to use 5 star to log in all types of passes
- Keep hand in hand mentoring

ELAC:

- Send out communications and calendars for events to families.

Staff:

- Start House System.
- Continue Hand-in-hand mentoring.

- Continue T-Wolf University and Flip the Day.
- Continue 5 star and improve system.

Action 1 :

Action #1: Intervention and Suspension

Action Details:

By June 2026, the suspension rate will decrease to 8.87% or lower.

RTI: In continued alignment with our site and regional goal to ensure a safe and welcoming environment and maintain a culture of connectedness and collaboration, we will improve our Restorative Practices Plan and refine our multi-tiered system of support that includes classroom and school-wide interventions that address student behaviors and social emotional needs with targeted levels of support. We will monitor effectiveness of these interventions through various methods of systems and data collection and will review it weekly as a team. Our culture and climate team will work with teachers and administration to ensure school wide discipline policies are developed, revised when necessary and implemented with fidelity.

The administration team will continue implementing and continuously calibrating misbehaviors using Discipline Guidelines. An RP counselor will continue to directly work with our CSSW to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-assess and follow up on Tier 2 students, as needed. As a result, the number of students who received appropriate and alternative interventions will increase as measured by ATLAS and restorative logs, SEL survey data and Power BI.

Terronez Site Leaders will continue to engage in strategic learning opportunities directly impacting school improvement. Trainings will include research based learning such as "Leading our School Toward Equity", and Visible Learning by Doug Fisher and PLC+. All Terronez teachers will participate in professional learning opportunities, including PLC + and have the autonomy to select trainings pertaining to their needs, and led by teachers.

SEL lessons and class meetings will be delivered through advisory period. An RP counselor will report directly to CSSW to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-assess and follow up on Tier 2 students, as needed. This structure will promote a decrease in students who are suspended during 2025-26 school year as measured by misbehavior data. As a result, the number of students who receive appropriate and alternative interventions will increase as measured by ATLAS and restorative logs, SEL survey data and Power BI.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Ongoing Instructional Services through multiple measures:

- Quarterly Expectations Assemblies
- SEL, Olweus, Class Meetings, and Second Step lessons will be delivered through advisory and individual classrooms
- Students will receive direct instruction around the Social Emotional Learning non-cognitive skills during advisory and individual class settings
- Transition teacher and RP counselor will conduct focus support groups with all students placed in on-campus suspension and alternative to suspension. Transition teacher will also meet with small groups as needed.
- Behavior Support Team
- House System support.
- Resources and materials to upgrade campus safety features

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of the suspension rate, mathematics and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English learners. These funds would also be used for student study trips and classroom technology used for student learning.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year and for substitutes during ELPAC testing. These funds will also be used for supplemental contracts for teachers involved in the site literacy team, for student travel, and to support parents who attend meetings by providing food and decorations for meeting spaces.

4. As a site: What are planned actions to support English learner students?

Ongoing Services and Support through multiple measures:

- Collaborative and Productive Groups
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMARTgoal and response plan
- Home-School Liaison
- Teaching Fellows
- Public translating services
- Field Trips
- Celebrations

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- After school and lunch tutoring
- Parent participation for MLA Cohort
- **African American (AA):** Parent materials for parent engagement nights, conferences for AASC advisors for PL.
- RCA and ASCD conferences for teachers

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- **African American (AA):** After school and lunch tutoring, materials and supplies for AASC
- Materials and supplies for student house store and incentives.
- Materials and supplies for House system.
- ASCD and RCA conference to develop teachers strategies
- Materials and Supplies to support MLA cohort.

As a site: What are the planned actions to support this student group?

Our team will utilize discipline guidelines as provided by district. Our staff will engage in culturally responsive responses to misbehavior. Our campus will align on school wide expectations, rules, and norms. We will celebrate students cultures while teaching them the expectations and rules of our school site. We will increase communication to families on school-wide expectations in every classroom. We will conduct community meetings for our AA student families to communicate school wide expectations and their benefits to their students.

Progress Monitoring: Outcomes

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

| Short-Term (Learning) Expect to see | Medium-Term (Change in Behavior or Performance) Want to see | Long-Term (Change in Condition) Hope to see |
|---|---|---|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Weekly meeting with RP and CSSW to address tier two and tier three needs, while focusing on changed behaviors during TST. Utilize advisory to teach students SEL lessons as developed by CCR.</p> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>At bi-weekly meetings, we will review suspension data with admin, AASC, and MLA advisors. Suspension rate will be under 5% at the end of December 2025.</p> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>At bi-weekly meetings, we will review suspension data with admin, AASC, and MLA advisors. Suspension rate will be under 8.87% at the end of June 2026.</p> |

Action 2 :

Action #2: Attendance

Action Details:

By June 2026, our attendance rate will meet or exceed 95%

Attendance: We will continue to focus on how to strategically address absenteeism by enhancing our multi-tiered system of interventions for attendance. Interventions will be strategically designed for those who are identified as chronically absent. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, WEB Training, PLCs and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Terronez Targeted Support Team (TST) will work to determine areas of focus for the site through a holistic lens and will meet weekly to collaborate on and monitor data as it pertains to the school site plan. Regional Attendance CWA, will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. We will also continue the monthly attendance parent meetings that will include, but is not limited to, a Parent/Student Compact Agreement that provides parents and students with information regarding attendance and strategies to support the improvement of attendance, as well as resources available. An RP Counselor will report directly to CSSW to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-asses and follow up on Tier 2 students, as needed. This structure will promote a 2% decrease or higher of students who are chronically during the 2024-25 school year as measured by attendance records and SARB referrals.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Ongoing Instructional Services through multiple measures:

- All students identified in the red and purple zone will receive social/emotional support through group or individual counseling.
- All students will participate in a School-wide attendance/social awareness incentives will occur as level 1 interventions for all students.
- All students who have perfect attendance will qualify for incentive programs
- All students who meet EIS yellow zone will be processed through the student support services referral business process

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers
- Licenses for databases and software to use for Blended Learning
- Access to school library for independent reading
- Paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of the suspension rate, mathematics and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English learners. These funds would also be used for student study trips and classroom technology used for student learning.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year and for substitutes during ELPAC testing. These funds will also be used for supplemental contracts for teachers involved in the site literacy team, for student travel, and to support parents who attend meetings by providing food and decorations for meeting spaces.

4. As a site: What are planned actions to support English learner students?

Ongoing Services and Support through multiple measures:

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMARTgoal and response plan
- Home-School Liaison
- Public translating services

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Long Term English Learner (LTEL): Parent participation for MLA Cohort, after school, Hand-in-Hand Mentors, and lunch tutoring

English Learner (EL): Parent participation for MLA Cohort, Hand-in-Hand Mentoring, after school and lunch tutoring

African American (AA): After school and lunch tutoring, Hand-in-Hand Mentoring, parent participation for AASC

- RCA and ASCD conferences for teacher PL

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Long Term English Learner (LTEL):

- Materials and supplies to support MLA cohort.
- Materials and supplies for attendance EL incentives
- Materials and supplies to support LTEL's
- Hand-in-Hand Mentoring

English Learner (EL):

- Materials and supplies to support MLA cohort.
- Materials and supplies for attendance EL incentives
- Materials and supplies to support LTEL's
- Hand-in-Hand Mentoring

African American (AA):

- Materials and supplies for AASC Cohort
- Materials and supplies for student house store and incentives.
- Materials and supplies for House system.
- ASCD and RCA conference to develop teachers strategies
- Hand-in-Hand Mentoring

As a site: What are the planned actions to support this student group?

Ensure school wide we are celebrating and recognizing students who are making growth in attendance measurements based on attendance data. We will utilize district resources such as our CWA and HSL to offer supports to families through the compact agreement. Our TST led by our IS will review student attendance regularly and put interventions in place for all students, specifically our AA, EL's and LTEL students. We will also implement the house system to help students feel more connected to school.

Progress Monitoring: Outcomes

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Incentives are communicated to students and families for attendance. Students will feel more connected on campus through house system, club rush, and athletics. This will be measured by Atlas engagements by CCD.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

TST system to progress monitor student attendance data in meetings. Identified chronically absent students will then be given interventions and incentive to increase student attendance. Monthly attendance data compared to previous year to measure progress by TST from Atlas data. ADA to be 92%

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Students who were not otherwise at school are attending school regularly. ADA will be above 95% as measured by Atlas by TST.

Action 3 :

Action #3: Student Engagement

Action Details:

By June 2026, 100% of students will be engaged in a sport, club or activity.

During the 2025-2026 school year, the percentage of students not engaged in a sport, club or activity will not drop below 90% each quarter.

Campus Culture: In continued alignment with our site and regional goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration, we will review and update our Campus Culture plan. We will implement the "House System" in which students will be placed into one of four houses along with staff. This structure will allow for students to connect to other students and staff on campus they may not have engaged with prior. This system will also serve as a means to review students academics and engagement on campus by staff leaders of each house. The house system will allow for more extra curricular activities and community building events. Our campus culture director will meet with the admin team bi-weekly to review student engagement data in all extra curricular events. This structure will promote an increase of students engaged in a sport, club or activity as measured by ATLAS engagements.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Ongoing Instructional Services through multiple measures:

- Implementation of the house system to build student competition and engagement
- Students will receive quarterly Expectations Assemblies and safety presentation
- Students will attend advisory classes with lessons focused on social-emotional learning, anti-bullying, and promoting a safe campus
- Students will participate in bi-annual club fair
- 8th grade students will participate in showcase from Sunnyside, "Move Up Day" and Sunnyside, and the high school selection fair
- Qualifying students will attend field trips to magnet high schools
- VAPA summer camp
- Where Everybody Belongs (WEB) recruitment at feeder elementary schools in the spring
- WEB student leaders attend summer institute and lead 7 Grade Orientation

- Associated Student Body(ASB) officers will attend annual student CADA conference, which requires membership
- ASB will host a regional leadership training for feeder elementary schools
- Goal 2 Electives:
 - Band
 - Orchestra
 - Choir
 - Tournament of Technology
 - WEB
 - ASB
 - Dance
- Goal 2 Athletics
- Advisory period
- Lunch clubs
- Noon-Time Assistants (NTA)
- Celebrate Diversity Program
- Resources and materials to upgrade campus safety features

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of the suspension rate, mathematics and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English learners. These funds would also be used for student study trips and classroom technology used for student learning.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year and for substitutes during ELPAC testing. These funds will also be used for supplemental contracts for teachers involved in the site literacy team, for student travel, and to support parents who attend meetings by providing food and decorations for meeting spaces.

4. As a site: What are planned actions to support English learner students?

Ongoing Services and Support through multiple measures:

- Every emerging level EL student will enroll in either a club or after school sport
- Home School Liaison
- Public translating services
- Field trips
- Celebrations: Student and Equity Champion
- Develop and implement school-wide EL SMART goal and response plan

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Technology and equipment for classroom instruction.
- RCA conference for teachers to support student engagement through classroom instruction and the house system.
- Supplemental pay for teacher planning time to improve in class student engagement.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Materials and supplies to support hands on and differentiated instruction.
- Materials and supplies for student house store
- Materials and supplies for House system.
- ASCD and RCA conference to develop teachers engagement
- Materials and Supplies to support MLA cohort.
- Funds for student study trips.

As a site: What are the planned actions to support this student group?

We will implement the house system to allow students to feel engaged and connected to school. Students will compete by earning house points for academics, behavior, and engagement. House meetings will be implemented to allow students to build connections to other students and staff, plan fundraising events, community service projects, and family engagement nights. Our school will create a student store where students can purchase merchandise and other prizes as incentives. We will continue Flip the day and T-wolf University where students learn about supports offered on campus.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Students will engage in T-wolf University, Flip the Day event, club rush, and house meetings. As measured by Atlas engagement by Climate and Culture Director.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

By the end of semester one, 90% of all students will have at least one engagement in the 25-26 school year as measured by ATLAS engagement. This will be monitored by our Climate and Culture Director.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

By the end of the year, 100% of all students will have at least one engagement in the 25-26 school year as measured by ATLAS engagement. This will be monitored by our Climate and Culture Director.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G3 - Increase student engagement in their school and community

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|--------------------------------|---------------|-----------|-----|--|-----------|
| G3A1 | Sup & Conc | Instruction | Teacher-Supp | | | Lunch Detention Contracts | 9,196.00 |
| G3A2 | Title 1 Basic | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentoring : Hand in Hand Mentoring (2 Mentors) - Split funded 3010 & 7090 | 48,410.00 |
| G3A2 | Sup & Conc | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentoring : Hand in Hand Mentoring (2 Mentors) - Split funded 3010 & 7090 | 4,590.00 |
| G3A3 | Sup & Conc | Instruction | Mat & Supp | | | : House system materials and supplies (for actions 1-3) | 5,000.00 |

\$67,196.00

Current Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Required | Current Target | Actual | As Of | Target |
|--|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture staff survey - percent favorable in organizational culture domain | ✓ | 94.4 % | 91.2 % | 2024-2025 | 92.3 % |

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We did not meet our goal of 94.4% of staff reporting favorably in the organizational culture domain.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. 2 point drop in staff feeling our school prepares them for meeting their students needs.
2. 9 staff members not responding favorably to getting recognized for the work they do.
3. 7 staff members not responding favorably to being part of decision making process.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Professional learning time has been severely limited to one hour a month. More time will be needed to work with staff on preparing them to meet student needs. Recognizing staff is also done at PL's and staff meetings that have been cut in hours. Decision making processes will need to be improved to allow more opportunities for staff to voice their thoughts in decision making.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Action #1: Staff and Student Connections

Partially Implemented

By June 2025, 85% of staff members surveyed will report that they feel a sense of belonging and school connectedness.
By June 2025, 90% of students surveyed will identify at least one adult on campus that they feel they can trust.

Staff and Student Connections: In continued alignment with our site and regional goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration, we will review and update our plans and protocols to provide ample opportunities for staff and students to interact in positive ways and create a sense of belonging for all. At Elizabeth Terronez Middle School, teachers are encouraged to be a club advisor or coach a sport when available in order to participate in activities that interest them and make connections with students outside of the classroom. Teachers also are invited to join committees and give feedback on school-wide procedures and initiatives and are encouraged to have a voice in the decision-making process. Focus on ATLAS entries in an effort to reflect positive interactions and behaviors of students and also to reflect student engagement on campus. This structure will promote an increase of students and staff members reporting a sense of belonging on campus.

Implemented:

- Staff Encouraged to lead clubs and leadership teams.

Not Implemented:

- Coaching positions given to a small group of teachers as opposed to allowing opportunities for other staff members.
- Enough opportunities for staff to provide feedback.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Action #1: Staff and Student Connections

Partially Effective

We did not meet our goal in the climate and culture survey, however both scores increased. We emphasized putting school wide changes through staff leadership teams to ensure staff was able to provide opinions and ideas. Staff was encouraged to lead clubs and given a budget for their clubs.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Implement professional learning options for staff to provide more decision making and staff selected preparation to serve students. Create house lead teams and department chairs to allow more staff to serve on committees. We will also devote time recognizing different staff members through school newsletter, Equity Champion Award, and school announcements.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

- Include data or snap shots of what other departments or programs are doing on campus through the monthly email sent to teachers.
- Put in place House leader Meetings celebrations
- Add diversity assemblies (to celebrate other/ more cultures)

ELAC:

- Increase communication from teachers to families on assignments and due dates.

Staff:

- Continue Diversity assemblies
- Allow teachers to observe other classrooms.
- Continue Advisory
- Planning Days for teachers.

Action 1 :

Action #1: Staff and Student Connections

Action Details:

By June 2026, 95% of staff members surveyed will report that they feel a sense of belonging and school connectedness.

By June 2026, 93% of students surveyed will identify at least one adult on campus that they feel they can trust.

Staff and Student Connections: In continued alignment with our site and regional goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration, we will review and update our plans and protocols to provide ample opportunities for staff and students to interact in positive ways and create a sense of belonging for all. At Elizabeth Terronez Middle School, teachers are encouraged to be a club advisor or coach a sport when available in order to participate in activities that interest them and make connections with students outside of the classroom. Teachers also are invited to join committees and give feedback on school-wide procedures and initiatives and are encouraged to have a voice in the decision-making process. Focus on ATLAS entries in an effort to reflect positive interactions and behaviors of students and also to reflect student engagement on campus. This structure will promote an increase of students and staff members reporting a sense of belonging on campus.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Student Academics:**
 - All students identified in the red and purple zone will receive social/emotional support through group or individual counseling, as needed.
 - All students will participate in a School-wide attendance/social awareness incentives will occur as level 1 interventions for all students.
 - All students who have perfect attendance will qualify for incentive programs
 - All students who meet EIS yellow zone will be processed through the student support services referral business process.
 - Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress.
 - These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
 - The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
 - Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity.
 - All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas.
 - As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.
 - Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
 - Zero-Period Interventions in Math and ELA Reading, writing, speaking, and listening in every lesson, every period, everyday.
- **Student Centered and Real-World Learning:**
 - Goal-setting in advisory periods Tier 1 Intervention support through bi-weekly ASA Tutorials Integrate standards in daily lessons.
 - Project based learning and STEAM based lessons across classes.

- All advisory classes will create online portfolios to develop SEL skills and goal-setting through class sets of laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
- Teachers will be provided updates on high school pathways
- Teachers will attend High School Expo with their students
- Calibration of tenants contained in the Instructional Practice Guide
- Application of practices outlined in Learning By Doing
- Academic Response to Intervention Data-driven decision-making
- Refine and revisit school-wide interdisciplinary literacy map
- **Student Engagement:**
 - **Conferences:** PLC, AMD, ASCD, RCA
 - Campus Culture team will attend PL and CADA conference to refine the Expanding Engagement plan.
 - Culture, Climate, and Restorative team provide regular PL to staff in relation to SEL learning (strategies for classroom management, redirecting behavior, and building positive relationships)
 - Ongoing WEB training for advisors
 - VAPA continued off-site PL opportunities
 - School Safety team will in-service on safety protocols for students and staff
 - Electives and feeder articulation
 - Collaborative, Productive Groups and Station Rotations.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of the suspension rate, mathematics and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English learners. These funds would also be used for student study trips and classroom technology used for student learning.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year and for substitutes during ELPAC testing. These funds will also be used for supplemental contracts for teachers involved in the site literacy team, for student travel, and to support parents who attend meetings by providing food and decorations for meeting spaces.

4. As a site: What are planned actions to support English learner students?

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan
- Home-School Liaison
- Public translating services
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Bi-Annual Community Events to include SNRO sponsored Block Party and community events
- Student Agendas
- Student/Parent Handbook

- Beginning of the year orientation
- Back-To-School Night and Open House
- Course syllabi provided at the beginning of the year
- Monthly Newsletter
- Weekly School Messenger
- Monthly parent Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-Site
- School-wide Communication Plan
- Resignation celebrations

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Tutoring opportunities
- Climate and culture team
- Summer planning hours
- Staff conferences for professional development

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- TSA for STEAM and PBL integration support and professional learning
- Teacher substitutes for planning and PLC days
- AMD staffing support
- Literacy Team PLC Contracts
- Materials and Supplies for instruction
- Food for professional development and celebrations
- Materials and supplies for staff House system and staff appreciation

As a site: What are the planned actions to support this student group?

Continue to invest in staff members professional development by sponsoring conferences. Offer extra pay contracts for tutoring, detention, literacy team, climate and culture team, and summer planning. Continue to use classified staff extra par contracts to assist teachers. Offer sub days for planning, colleague observations, and PLC time. Purchase food for evening meetings and celebrations. Use funds to purchase staff house materials. Use house system to improve staff connection and joy on campus.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Students will be taught about social-emotional supports. Teachers will teach SEL in advisory. Students will learn about adults and students in their house. This will be measured by teachers and admin through classroom observations.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

In the fall climate and culture survey 90% of students surveyed will identify at least one adult on campus that they feel they can trust.

In the fall climate and culture survey 90% of staff members surveyed will report that they feel a sense of belonging and school connectedness.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

In the spring climate and culture survey 93% of students surveyed will identify at least one adult on campus that they feel they can trust.

In the spring climate and culture survey 95% of staff members surveyed will report that they feel a sense of belonging and school connectedness.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|------------|-------------------|--------------|-----------|-----|------------------------------------|----------|
| G4A1 | Sup & Conc | Instruction | Teacher-Supp | | | Climate and Culture team contracts | 8,583.00 |

\$8,583.00

Current Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

| Goal 5 Metrics | Required | Current Target | Actual | As Of | Target |
|--|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture family survey - percent favorable in family engagement domain | ✓ | 82.8 % | 97.1 % | 2024-2025 | 98.2 % |

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Family goal met from 82.8% to 97.1% of favorable responses on climate and culture survey. However, we do not get the majority of families on campus for support and events.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not enough family nights in the evening for working parents to attend.
- Low volunteer or parent outreach.
- Not enough opportunities for families to learn about parent engagement in the evening.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Funding to pay staff to stay later in the evening when parents are off work.
- Child care on campus for families to attend events and educational classes.
- Adult classes on campus for our families to learn more about supporting their student and improving their own education.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Action #1: Inclusive Opportunities for Families

Partially Implemented

By June 2025, 100% of parents surveyed will state that they feel respected and welcome on campus.

During the 2024-2025 school year, 50% of parents will attend Back to School Night and Open House.

Inclusive Opportunities: In continued alignment with our site and regional goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration, we will review and update our plans and protocols to provide ample opportunities for parents and guardians to interact with our staff in positive ways and create a sense of belonging for all. At Elizabeth Terronez Middle School, parents are encouraged to be proactive in engaging with their child's teachers when they have concerns, are invited to contact staff whenever they have questions and also to make connections with our campus outside of the classroom. Parents also are invited to join committees and give feedback on school-wide procedures and initiatives and are encouraged to have a voice in the decision-making process through our Parent Principal Pipeline, VP, SSC and ELAC Meetings. This structure will promote 100% of parents visiting campus reporting that they feel welcome when doing so and at least 50% attending Back to School Night and Open House.

Implemented:

- Parents are encouraged to engage with staff on supporting their student(s).
- SSC and ELAC Meetings

Not Implemented:

- Parent Principal Pipeline
- VP Meetings

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Action #1: Inclusive Opportunities for Families

Effective

Our actions caused an increase in our parent survey favorable responses. We surpassed our goal of 82.8% with 97.1% positive parent responses.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will implement a house system in which students will be randomly placed into one of four houses to increase student engagement and friendly competition. We will welcome families to be a part of the competition and invite them to join us for house events. We will also begin parent VIP meetings, four planned evening family events, and begin a partnership with Fresno Adult School to bring evening classes for parents at our site.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record

feedback and suggestions from each group below.

SSC:

- Increase communication to parents about parent center.
- Continue cultural celebrations.

ELAC:

- Increase communication from teachers to families on assignments and due dates.
- Continue after school program and supports.
- Send out calendars for family events.

Staff:

- Start parent childcare for parent meetings to increase attendance.
- Increase family engagement through PBL public product presentations.
- Portfolio night STEAM, JDA, AASC
- Increase parent volunteer opportunities.

Action 1 :

Action #1: Inclusive Opportunities for Families

Action Details:

By April 2026, 100% of parents surveyed respond favorably in the domain- family engagement in the spring climate and culture survey

Inclusive Opportunities: In continued alignment with our site and regional goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration, we will review and update our plans and protocols to provide ample opportunities for parents and guardians to interact with our staff in positive ways and create a sense of belonging for all. At Elizabeth Terronez Middle School, parents are encouraged to be proactive in engaging with their child's teachers when they have concerns, are invited to contact staff whenever they have questions and also to make connections with our campus outside of the classroom. Parents also are invited to join committees and give feedback on school-wide procedures and initiatives and are encouraged to have a voice in the decision-making process through our Parent Principal Pipeline, VIP, SSC and ELAC Meetings. This structure will promote 100% of parents visiting campus reporting that they feel welcome when doing so and at least 50% attending Back to School Night and Open House.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Student Academics:**
 - All students identified in the red and purple zone will receive social/emotional support through group or individual counseling, as needed.
 - All students will participate in a School-wide attendance/social awareness incentives will occur as level 1 interventions for all students.
 - All students who have perfect attendance will qualify for incentive programs
 - All students who meet EIS yellow zone will be processed through the student support services referral business process.
 - Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress.
 - These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
 - The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
 - Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.
 - The Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness.
 - The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity.
 - All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas.
 - As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.

- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Zero-Period Interventions in Math and ELA Reading, writing, speaking, and listening in every lesson, every period, everyday.
- **Student Centered and Real-World Learning:**
 - Goal-setting in advisory periods Tier 1 Intervention support through bi-weekly ASA Tutorials Integrate standards in daily lessons.
 - Real-life context through STEAM and PBL based lessons.
 - All advisory classes will create online portfolios to develop SEL skills and goal-setting through class sets of laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
 - Teachers will be provided updates on high school pathways
 - Teachers will attend High School Expo with their students
 - Calibration of tenants contained in the Instructional Practice Guide
 - Application of practices outlined in PLC+
 - Academic Response to Intervention Data-driven decision-making
 - Refine and revisit school-wide interdisciplinary literacy map
- **Student Engagement:**
 - **Conferences:** PLC, AMD, ASCD and/or RCA
 - Campus Culture team will attend PL and CADA conference to refine the Expanding Engagement plan.
 - Culture, Climate, and Restorative team provide regular PL to staff in relation to SEL learning (strategies for classroom management, redirecting behavior, and building positive relationships)
 - Ongoing WEB training for advisors
 - VAPA continued off-site PL opportunities
 - School Safety team will in-service on safety protocols for students and staff
 - Electives and feeder articulation
 - Collaborative, Productive Groups and Station Rotations.
 - Sentence frames to support speaking and writing
 - Electronic Gate and other Maintenance to support campus safety and beautification

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of the suspension rate, mathematics and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing supplemental contracts for teacher tutorials and for conferences that will allow teachers to network and develop new skills and strategies to work with English learners. These funds would also be used for student study trips and classroom technology used for student learning.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing credentialed substitutes for teachers as they receive training throughout the school year and for substitutes during ELPAC testing. These funds will also be used for supplemental contracts for teachers involved in the site literacy team, for student travel, and to support parents who attend meetings by providing food and decorations for meeting spaces.

4. As a site: What are planned actions to support English learner students?

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan

- Home-School Liaison
- On campus parent center
- Evening adult English classes for parents.
- Public translating services
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Student Agendas
- Student/Parent Handbook
- Beginning of the year orientation
- Back-To-School Night and Open House
- Course syllabi provided at the beginning of the year
- Monthly Newsletter
- Weekly School Messenger
- Monthly parent Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-Site
- School-wide Communication Plan
- Redesignation celebrations

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Parent center resources

Materials and supplies for child care center

Materials and supplies for evening parent English class,

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Staff contracts to support child care for parent events.

Food and decorations for family engagement events.

Materials and supplies to support parent engagement in house system.

Graphics for parent handbook and calendar.

As a site: What are the planned actions to support this student group?

We will use our house system to build parent engagement on our campus. Parent attendance will be incentivized by offering house points to students. We will hold monthly VIP meetings for parents to offer feedback and increase communication with families. We will implement an adult class in partnership with Fresno Adult School to offer English classes to our parents and community.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Our parents will increase attendance to parent events as measured by parent sign in sheets and monitored by our HSL.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

In the fall climate and culture survey 95% of parents surveyed respond favorably in the domain- family engagement. As monitored by our HSL and Climate and Culture team.

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

In the Spring climate and culture survey 100% of parents surveyed respond favorably in the domain- family engagement. As monitored by our HSL and climate and culture team.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------------------|--------------|-----------|-----|---|----------|
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent Engagement and Parent Center *No Food or Incentives* | 2,456.00 |
| G5A1 | Sup & Conc | Instruction | Mat & Supp | | | : Food and Decorations for family nights (AASC & House Nights) | 3,000.00 |
| G5A1 | LCFF: EL | Instruction | Teacher-Supp | | | Child care for parent English night class and parent events. | 3,792.00 |
| G5A1 | LCFF: EL | Parent Participation | Mat & Supp | | | Food and materials for family events (ELAC, ELPAC, Principal's Medallion) | 3,500.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Service | Local Mileag | | | : Milage for HSL Home Visits | 300.00 |

\$13,048.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0423 Terronez Middle School (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|---------------|-----------------------------------|---------------|------------------------|--------|--|-----------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | After School Tutoring (For actions 1-3) *No IEPs or 504s* | 10,543.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Lunch time tutoring (2 teachers for actions 1-3) *No IEPs or 504s* | 6,131.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Teacher Summer Planning Hours for New Teachers (for actions 1-3) *No IEPs or 504s* | 4,292.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Middle School | 0.3000 | TSA for STEAM integration and EL student support | 49,577.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher substitutes for PLC planning and PL (for actions 1-3) | 10,735.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | : Magic School & other online platforms - G1A2,3 | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | STEAM and PBL classroom materials | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Materials and supplies for PBL | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Placeholder, additional amount needed for benefits/STRS. TSA Position. | 6,600.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Office Depot, Amazon, AASC, Student/teacher incentives. | 16,088.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Student Technology | 14,812.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | Teacher Conferences - RCA and AVID | 25,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics (actions 1-3) | 6,000.00 |
| G1A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | AVID : Contract services for Avid and Educational Elements (actions 1-3) | 10,200.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admii | Crt Supr-Sub | | | Admin Substitutes | 3,579.00 |
| G1A1 | Sup & Conc | In-House Instructional Staff Deve | Mat & Supp | | | Professional Learning for teachers ILT, buyback, SSC, Literacy team (food P.O.s) for actions 1-3 | 9,000.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | Literacy Team for EL Supports (actions 1-3) * No IEP | 6,131.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | Materials and Supplies for EL student support. | 5,042.00 |
| G1A1 | LCFF: EL | Instruction | Travel | | | Staff Conferences for ASCD & CADA | 15,000.00 |
| G1A1 | LCFF: EL | Instruction | Direct Trans | | | Transportation for Student Study Trips (for actions 1-3) | 5,000.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Subs | | | PLI subs for Literacy Team | 6,024.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Subs | | | Teachers subs for ELPAC | 4,771.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | ELPAC preparation materials and supplies | 3,000.00 |
| G2A1 | Sup & Conc | Instruction | Oth Cls-Supp | | | AVID Classified tutors | 6,546.00 |
| G2A1 | Sup & Conc | Instruction | Direct Trans | | | Student Study Trips | 5,000.00 |
| G3A1 | Sup & Conc | Instruction | Teacher-Supp | | | Lunch Detention Contracts | 9,196.00 |
| G3A2 | Title 1 Basic | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentoring : Hand in Hand Mentoring (2 Mentors) - Split funded 3010 & 7090 | 48,410.00 |
| G3A2 | Sup & Conc | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentoring : Hand in Hand Mentoring (2 Mentors) - Split funded 3010 & 7090 | 4,590.00 |

| | | | | | |
|------|---------------|----------------------------------|--------------|---|---------------------|
| G3A3 | Sup & Conc | Instruction | Mat & Supp | : House system materials and supplies (for actions 1-3) | 5,000.00 |
| G4A1 | Sup & Conc | Instruction | Teacher-Supp | Climate and Culture team contracts | 8,583.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | Parent Engagement and Parent Center *No Food or Incentives* | 2,456.00 |
| G5A1 | Sup & Conc | Instruction | Mat & Supp | : Food and Decorations for family nights (AASC & House Nights) | 3,000.00 |
| G5A1 | LCFF: EL | Instruction | Teacher-Supp | Child care for parent English night class and parent events. | 3,792.00 |
| G5A1 | LCFF: EL | Parent Participation | Mat & Supp | Food and materials for family events (ELAC, ELPAC, Principal's Medallion) | 3,500.00 |
| G5A1 | LCFF: EL | Attendance & Social Work Service | Local Mileag | : Milage for HSL Home Visits | 300.00 |
| | | | | | \$332,898.00 |

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$71,832.00 |
| Sup & Conc | 7090 | \$208,506.00 |
| LCFF: EL | 7091 | \$52,560.00 |
| Grand Total | | \$332,898.00 |

| Goal Totals | Budget Totals | |
|--|---------------|---------------------|
| G1 - Improve academic performance at challenging levels | \$232,525.00 | |
| G2 - Expand student-centered and real-world learning experiences | \$11,546.00 | |
| G3 - Increase student engagement in their school and community | \$67,196.00 | |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$8,583.00 | |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$13,048.00 | |
| Grand Total | | \$332,898.00 |