



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Terry Elementary School	106924306007322	May 29, 2025	June 24, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Terry Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

The School Plan for Student Achievement (SPSA) is a strategic action plan that maximizes the resources available to the school while minimizing duplication of effort, with the ultimate goal of increasing student achievement. All decisions are based on careful analysis and reflection, using the cycle of continuous improvement to ensure that all students succeed in reaching academic standards. This plan describes the Schoolwide Program for Terry Elementary School. This plan also meets CSI planning requirements. We explain our process for conducting our needs assessment and analyzing with our stakeholders the metrics that led to eligibility for the school improvement status to our stakeholders. The plan includes the goals and annual measurable outcomes that were identified as a result of the analysis. The plan's annual updates and evidence-based interventions, activities, and strategies for each goal align to the ESSA requirements for our program status.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Terry Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

The School Plan for Student Achievement (SPSA) is a strategic action plan that maximizes the resources available to the school while minimizing duplication of effort, with the ultimate goal of increasing student achievement. All decisions are based on careful analysis and reflection, using the cycle of continuous improvement to ensure that all students succeed in reaching academic standards. This plan describes the Schoolwide Program for Terry Elementary School. This plan also meets CSI planning requirements. We explain our process for conducting our needs assessment and analyzing with our stakeholders the metrics that led to eligibility for the school improvement status to our stakeholders. The plan includes the goals and annual measurable outcomes that were identified as a result of the analysis. The plan's annual updates and evidence-based interventions, activities, and strategies for each goal align to the ESSA requirements for our program status.

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

The Every Student Succeeds Act (ESSA) supports improving student group performance through the utilization of federal resources. The School Plan for Student Achievement (SPSA) is aligned with the District's Local Control and Accountability Plan (LCAP) through collaboration with the District in examining state and local data as part of a comprehensive needs assessment. Through the Continuous Cycle of Improvement (CCI) model, developing goals, determining measurable outcomes, monitoring student achievement, and continually evaluating the efficacy of our allocated resources we continuously improve our practices which have a direct impact on student achievement. The approval of the plan is a multi-step process that involves representatives from stakeholder groups to ensure all state, federal and local requirements are properly aligned to meet our goal.

This process included:

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

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

Educational Partner Involvement

How, when, and with whom did Terry Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The prior year SPSA is reviewed by the school administration and School Site Council to determine if goals were met and to determine the current present levels of school and students achievement. School administration determines the proposed goals based on the current data analysis of the school dashboard along with the feedback received from the school climate and culture surveys, teacher surveys, walk-through data and student achievement data from the CAASSP system. The school administration presents the present levels and specified data to the school site council, solicits input and offers proposed goals for the next year and agrees upon goals. In addition to the SSC and school administration, data is presented and input is received from the following groups:

2024-2025 English Learners Advisory Committee (ELAC) Meetings:
August 21, 2024 (Recruitment Meeting)
October 2, 2024 (District Training)
November 13, 2024
February 24, 2025
March 24, 2025
May 29, 2025

2024-2025 School Site Council (SSC) Meetings:
October 2, 2024 (District Training)
November 13, 2024
February 24, 2025
March 24, 2025
May 29, 2025

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Student Groups with ORANGE Indicators:

ELA-All, English Learners, Hispanic, Socioeconomically Disadvantaged;

There is a need for instructional alignment across grade levels and professional development. Terry is dedicated to enhancing student academic achievement in English Language Arts (ELA) by implementing a comprehensive approach centered on the Science of Reading. This involves using evidence-based reading instruction strategies that emphasize phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, we are investing in extensive professional development for teachers, equipping them with the latest research and instructional techniques to effectively support student learning. By combining a strong, research-backed curriculum with ongoing teacher training, the school aims to foster significant improvements in students' reading skills and overall academic performance.

SUSPENSIONS- All, English Learners, Hispanic, Socioeconomically Disadvantaged

Terry School will use Restorative practices as an alternative to traditional disciplinary actions that center on punishment for misbehavior and breaking rules. Punishments such as suspensions, push kids out of their classroom and school community. Restorative practices focus on resolving conflict, repairing harm, and healing relationships. They support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents. A restorative culture can mitigate the negative effects of punitive discipline policies that exacerbate inequity. We will use the Selma Unified Discipline Matrix for examples of alternative ways to discipline or work with students in order to change the negative behaviors while keeping the students in school and learning. The established MTSS team that holds monthly meetings to look at student data and implement initiatives for Tier 1, 2, and 3 behavior interventions. Personnel such as our Mental Health Team, our Community Liaison, Psychologist, and the Social Worker will be an asset to provide social emotional support for students as well as resources to the students and families which will result in positive behavioral outcomes and reducing suspensions.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

NONE

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Terry Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.51%	0.43%	%	1	1	
African American	0%	0.43%	%	0	1	
Asian	2.56%	4.33%	%	5	10	
Filipino	0%	%	%	0		
Hispanic/Latino	91.79%	92.64%	%	179	214	
Pacific Islander	0.51%	0.43%	%	1	1	
White	3.59%	1.30%	%	7	3	
Two or More Races	1.03%	0.43%	%	2	1	
Not Reported	0%	%	%	0		
Total Enrollment				195	231	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			10
Kindergarten	25	27	
Grade 1	25	28	
Grade 2	28	29	
Grade3	40	29	
Grade 4	31	52	
Grade 5	25	29	
Grade 6	21	28	
Total Enrollment	195	231	

Conclusions based on this data:

- Based on this data, our school enrollment stayed fairly consistent from 21'-23' but grew a whole class size for the 23'-24' school year.

2. The high enrollment of second grade students in 2021-2022 has rolled over each year. This number is now reflective in fourth grade for 2023-2024.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	109	135	115	55.9%	58.4%	51.3%
Fluent English Proficient (FEP)	19	22	28	9.7%	9.5%	12.5%
Reclassified Fluent English Proficient (RFEP)	2			2		

Conclusions based on this data:

1. Terry Elementary teachers and staff understand the importance of reclassifying our English Learners. We have implemented a progress monitoring tool (PMT) for all English Learners to help target the specific learning needs for our English Learners to master the ELD standards. The Program Manager will use the PMT to help provide other intervention services for EL students who may need extra ELA or Math services.
2. We will continue to offer teachers ELD professional development to increase their knowledge of ELD strategies and scaffolds that can be used during their D-ELD instruction with the grade level adopted curriculum
3. Our goal is to have each English Learner improve one band on the ELPAC.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25	50	30	24	50	27	24	50	27	96.0	100.0	90
Grade 4	27	32	50	26	29	49	26	29	49	96.3	90.6	98
Grade 5	26	31	32	23	28	32	23	28	32	88.5	90.3	100
Grade 6	33	23	29	33	23	28	33	23	28	100.0	100.0	96.6
All Grades	111	136	141	106	130	136	106	130	136	95.5	95.6	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2376.	2332.	2387.	12.50	6.00	11.11	16.67	10.00	14.81	29.17	22.00	33.33	41.67	62.00	40.74
Grade 4	2431.	2346.	2382.	11.54	0.00	4.08	11.54	3.45	6.12	30.77	13.79	22.45	46.15	82.76	67.35
Grade 5	2415.	2428.	2425.	0.00	7.14	3.13	17.39	14.29	9.38	17.39	25.00	31.25	65.22	53.57	56.25
Grade 6	2489.	2406.	2434.	12.12	0.00	3.57	24.24	4.35	7.14	24.24	30.43	25.00	39.39	65.22	64.29
All Grades	N/A	N/A	N/A	9.43	3.85	5.15	17.92	8.46	8.82	25.47	22.31	27.21	47.17	65.38	58.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	2.00	*	*	50.00	*	*	48.00	*
Grade 4	*	*	2.04	*	*	63.27	*	*	34.69
Grade 5	*	*	0.00	*	*	53.13	*	*	46.88
Grade 6	12.12	*	*	45.45	*	*	42.42	*	*
All Grades	5.66	1.54	2.94	62.26	49.23	55.15	32.08	49.23	41.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	8.00	*	*	36.00	*	*	56.00	*
Grade 4	*	*	2.04	*	*	42.86	*	*	55.10
Grade 5	*	*	3.13	*	*	53.13	*	*	43.75
Grade 6	9.09	*	*	48.48	*	*	42.42	*	*
All Grades	10.38	4.62	3.68	46.23	35.38	44.12	43.40	60.00	52.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	2.00	*	*	66.00	*	*	32.00	*
Grade 4	*	*	6.12	*	*	63.27	*	*	30.61
Grade 5	*	*	0.00	*	*	71.88	*	*	28.13
Grade 6	12.12	*	*	63.64	*	*	24.24	*	*
All Grades	7.55	2.31	5.15	62.26	62.31	67.65	30.19	35.38	27.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	6.00	*	*	40.00	*	*	54.00	*
Grade 4	*	*	6.12	*	*	48.98	*	*	44.90
Grade 5	*	*	12.50	*	*	56.25	*	*	31.25
Grade 6	15.15	*	*	66.67	*	*	18.18	*	*
All Grades	13.21	5.38	8.09	64.15	46.92	58.09	22.64	47.69	33.82

Conclusions based on this data:

1. In 2023-2024, Third grade scored the highest on the Overall Achievement for the ELA portion of the CAASPP. 25.92% of students scored in the "%Standard Exceeded" and "% Standard Met"
2. In 2023-2024, Research/Inquiry was the area where students did their best.

3. Reading is an area of focus for next year as we work vertically across all grade levels to determine what focus standards will be targeted. During PLC time, teachers will create and give CFAs in order to dig into their students' data and provide instruction/interventions in the areas of need and to the students in need.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25	50	30	24	50	28	24	50	28	96.0	100.0	93.3
Grade 4	27	32	50	26	32	49	26	32	49	96.3	100.0	98
Grade 5	26	31	32	25	31	32	25	31	32	96.2	100.0	100
Grade 6	33	23	29	33	23	29	33	23	29	100.0	100.0	100
All Grades	111	136	141	108	136	138	108	136	138	97.3	100.0	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2392.	2371.	2400.	4.17	0.00	3.57	16.67	26.00	17.86	33.33	26.00	50.00	45.83	48.00	28.57
Grade 4	2421.	2357.	2395.	3.85	0.00	2.04	19.23	3.13	12.24	38.46	9.38	24.49	38.46	87.50	61.22
Grade 5	2390.	2399.	2401.	0.00	0.00	0.00	0.00	6.45	3.13	16.00	12.90	12.50	84.00	80.65	84.38
Grade 6	2424.	2416.	2440.	6.06	0.00	6.90	6.06	0.00	6.90	15.15	21.74	20.69	72.73	78.26	65.52
Grade 11															
All Grades	N/A	N/A	N/A	3.70	0.00	2.90	10.19	11.76	10.14	25.00	18.38	26.09	61.11	69.85	60.87

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	6.00	*	*	40.00	*	*	54.00	*
Grade 4	*	0.00	4.08	*	12.50	26.53	*	87.50	69.39
Grade 5	*	3.23	3.13	*	16.13	21.88	*	80.65	75.00
Grade 6	6.06	*	*	27.27	*	*	66.67	*	*
Grade 11									
All Grades	6.48	2.94	5.80	29.63	25.00	33.33	63.89	72.06	60.87

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	2.00	*	*	50.00	*	*	48.00	*
Grade 4	*	0.00	2.04	*	31.25	42.86	*	68.75	55.10
Grade 5	*	0.00	0.00	*	48.39	31.25	*	51.61	68.75
Grade 6	3.03	*	*	36.36	*	*	60.61	*	*
All Grades	2.78	0.74	3.62	44.44	43.38	39.13	52.78	55.88	57.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	4.00	*	*	62.00	*	*	34.00	*
Grade 4	*	0.00	2.04	*	34.38	53.06	*	65.63	44.90
Grade 5	*	0.00	0.00	*	38.71	37.50	*	61.29	62.50
Grade 6	3.03	*	*	57.58	*	*	39.39	*	*
All Grades	5.56	1.47	3.62	56.48	46.32	50.72	37.96	52.21	45.65

Conclusions based on this data:

1. In 2023-2024, for Overall Achievement, third grade scored the highest with 21.43% of students scoring "%Standard Exceeded" and "%Standard Met"
2. In 2023-2024, Concepts and Procedures was the Math area that students did best in with 5.80% of our students falling in the "Above Standard"
3. In 2023-2024, Problem Solving & Modeling/Data Analysis along with Communicating Reasoning are areas of concern. Both had only 3.62% of our students score "%Above Standard"

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1429.3	1431.1	1412.9	1443.6	1450.3	1418.6	1395.7	1386.4	1399.6	15	14	22
1	1426.1	1454.6	1431.8	1455.5	1463.2	1446.1	1395.9	1445.3	1417.2	14	18	17
2	1463.4	1473.3	1467.1	1466.6	1477.4	1476.0	1459.5	1468.4	1457.6	27	16	16
3	1482.8	1487.3	1490.1	1480.3	1504.5	1487.3	1484.6	1469.5	1492.4	12	31	14
4	1498.6	1494.4	1498.9	1494.4	1509.0	1498.3	1502.4	1479.3	1498.9	16	20	30
5	1486.8	1497.8	1522.7	1492.2	1493.5	1520.6	1481.2	1501.5	1524.5	13	20	20
6	1508.3	*	1510.9	1506.7	*	1493.1	1509.7	*	1528.5	13	10	19
All Grades										110	129	138

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	14.29	9.09	60.00	35.71	22.73	40.00	35.71	59.09	0.00	14.29	9.09	15	14	22
1	0.00	5.56	5.88	28.57	55.56	17.65	35.71	27.78	52.94	35.71	11.11	23.53	14	18	17
2	0.00	12.50	0.00	40.74	56.25	31.25	51.85	12.50	68.75	7.41	18.75	0.00	27	16	16
3	0.00	6.45	14.29	41.67	41.94	35.71	58.33	38.71	35.71	0.00	12.90	14.29	12	31	14
4	6.25	10.00	20.00	50.00	50.00	20.00	31.25	25.00	50.00	12.50	15.00	10.00	16	20	30
5	7.69	10.00	0.00	15.38	45.00	75.00	61.54	25.00	15.00	15.38	20.00	10.00	13	20	20
6	0.00	*	0.00	38.46	*	57.89	38.46	*	31.58	23.08	*	10.53	13	*	19
All Grades	1.82	10.85	7.97	40.00	45.74	36.23	45.45	28.68	44.93	12.73	14.73	10.87	110	129	138

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.33	14.29	9.09	46.67	35.71	22.73	40.00	21.43	45.45	0.00	28.57	22.73	15	14	22
1	7.14	16.67	5.88	50.00	55.56	47.06	35.71	22.22	35.29	7.14	5.56	11.76	14	18	17
2	18.52	25.00	6.25	33.33	37.50	62.50	44.44	31.25	31.25	3.70	6.25	0.00	27	16	16
3	8.33	32.26	35.71	66.67	51.61	42.86	25.00	9.68	14.29	0.00	6.45	7.14	12	31	14
4	12.50	40.00	26.67	62.50	45.00	53.33	25.00	0.00	13.33	0.00	15.00	6.67	16	20	30
5	30.77	20.00	40.00	53.85	55.00	50.00	0.00	10.00	0.00	15.38	15.00	10.00	13	20	20
6	15.38	*	10.53	53.85	*	63.16	23.08	*	15.79	7.69	*	10.53	13	*	19
All Grades	15.45	27.13	19.57	50.00	48.06	48.55	30.00	13.95	21.74	4.55	10.85	10.14	110	129	138

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	4.55	18.75	28.57	27.27	62.50	64.29	59.09	18.75	7.14	9.09	16	14	22
1	9.68	5.56	5.88	25.81	38.89	5.88	19.35	33.33	41.18	45.16	22.22	47.06	31	18	17
2	7.14	12.50	0.00	50.00	37.50	25.00	21.43	25.00	62.50	21.43	25.00	12.50	14	16	16
3	12.50	0.00	14.29	12.50	16.13	14.29	50.00	48.39	42.86	25.00	35.48	28.57	16	31	14
4	*	0.00	6.67	*	25.00	16.67	*	40.00	46.67	*	35.00	30.00	*	20	30
5	8.33	0.00	5.00	33.33	15.00	20.00	25.00	45.00	50.00	33.33	40.00	25.00	12	20	20
6	0.00	*	0.00	7.69	*	36.84	53.85	*	47.37	38.46	*	15.79	13	*	19
All Grades	1.82	3.10	5.07	20.00	25.58	21.01	54.55	41.86	50.00	23.64	29.46	23.91	110	129	138

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.67	14.29	4.55	66.67	57.14	77.27	6.67	28.57	18.18	15	14	22
1	28.57	33.33	5.88	64.29	66.67	76.47	7.14	0.00	17.65	14	18	17
2	22.22	43.75	31.25	74.07	50.00	68.75	3.70	6.25	0.00	27	16	16
3	33.33	29.03	35.71	66.67	58.06	64.29	0.00	12.90	0.00	12	31	14
4	68.75	45.00	33.33	18.75	40.00	56.67	12.50	15.00	10.00	16	20	30
5	30.77	15.00	25.00	46.15	65.00	70.00	23.08	20.00	5.00	13	20	20
6	30.77	*	15.79	53.85	*	68.42	15.38	*	15.79	13	*	19
All Grades	33.64	29.46	21.74	57.27	57.36	68.12	9.09	13.18	10.14	110	129	138

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.67	14.29	9.09	93.33	78.57	77.27	0.00	7.14	13.64	15	14	22
1	0.00	5.56	0.00	78.57	88.89	88.24	21.43	5.56	11.76	14	18	17
2	18.52	25.00	18.75	70.37	62.50	81.25	11.11	12.50	0.00	27	16	16
3	25.00	48.39	35.71	50.00	41.94	50.00	25.00	9.68	14.29	12	31	14
4	12.50	45.00	30.00	81.25	40.00	63.33	6.25	15.00	6.67	16	20	30
5	61.54	60.00	55.00	23.08	25.00	35.00	15.38	15.00	10.00	13	20	20
6	23.08	*	31.58	61.54	*	47.37	15.38	*	21.05	13	*	19
All Grades	20.00	37.21	26.09	67.27	52.71	63.04	12.73	10.08	10.87	110	129	138

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	0.00	93.33	100.00	90.91	6.67	0.00	9.09	15	14	22
1	0.00	11.11	11.76	57.14	50.00	47.06	42.86	38.89	41.18	14	18	17
2	3.70	25.00	0.00	66.67	43.75	68.75	29.63	31.25	31.25	27	16	16
3	0.00	3.23	0.00	75.00	38.71	50.00	25.00	58.06	50.00	12	31	14
4	0.00	5.00	3.33	68.75	55.00	53.33	31.25	40.00	43.33	16	20	30
5	0.00	0.00	15.00	53.85	65.00	50.00	46.15	35.00	35.00	13	20	20
6	0.00	*	5.26	30.77	*	57.89	69.23	*	36.84	13	*	19
All Grades	0.91	6.20	5.07	64.55	54.26	60.14	34.55	39.53	34.78	110	129	138

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.33	14.29	27.27	80.00	57.14	63.64	6.67	28.57	9.09	15	14	22
1	7.14	22.22	5.88	50.00	72.22	52.94	42.86	5.56	41.18	14	18	17
2	0.00	18.75	12.50	81.48	68.75	75.00	18.52	12.50	12.50	27	16	16
3	0.00	9.68	14.29	91.67	67.74	71.43	8.33	22.58	14.29	12	31	14
4	18.75	10.00	13.33	68.75	55.00	63.33	12.50	35.00	23.33	16	20	30
5	15.38	10.00	25.00	61.54	65.00	70.00	23.08	25.00	5.00	13	20	20
6	15.38	*	15.79	76.92	*	73.68	7.69	*	10.53	13	*	19
All Grades	9.09	14.73	16.67	73.64	64.34	66.67	17.27	20.93	16.67	110	129	138

Conclusions based on this data:

1. In 2023-2024, an area of strength was the Speaking Domain with 26.09% of EL students scoring "Well Developed"

2. In 2023-2024, EL students struggled with Reading, with only 5.07% of students scoring as "Well Developed"
3. There is a continued need to focus on best instructional practices both in designated and integrated ELD in order to achieve the goal of every EL student increasing one band in one year.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
231	98.7%	58.4%	0.4%
Total Number of Students enrolled in Terry Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	135	58.4%
Foster Youth	1	0.4%
Homeless	2	0.9%
Socioeconomically Disadvantaged	228	98.7%
Students with Disabilities	23	10%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4%
American Indian	1	0.4%
Asian	10	4.3%
Filipino	0	0.0%
Hispanic	214	92.6%
Two or More Races	1	0.4%
Pacific Islander	1	0.4%
White	3	1.3%

Conclusions based on this data:

1. More than half of the student population are considered to be English Learners.

2. The Socioeconomically Disadvantaged population is our largest group of enrolled students.
3. The Hispanic population is our largest enrollment by Race/Ethnicity.

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

- Areas whose Performance Level was Red in 2022-2023 were the following: ELA, Math, Suspensions. We were able to make enough growth to get out of the Red in all areas during the 2023-2024 school year.
- Terry Elementary has made chronic absenteeism a primary focus during the 2023-2024 school year. Daily attendance percentages were announced every morning. Students and staff are aware that our daily attendance

goal is 97% or above. Attendance challenges and incentives have been implemented and seem to have had a positive impact on student attendance this school year. Our current Performance Level is Yellow.

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

School and Student Performance Data

Academic Performance English Language Arts

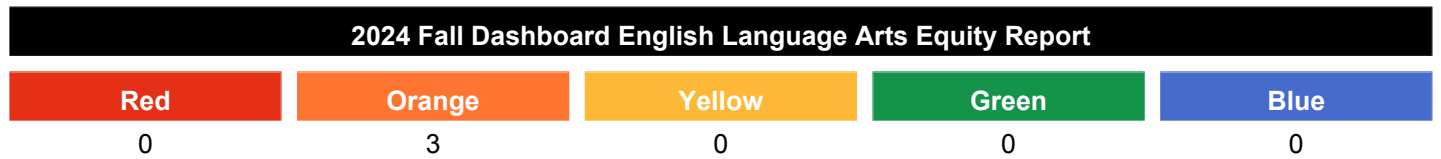
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 77.9 points below standard Increased 23.5 points 129 Students	English Learners  Orange 77.5 points below standard Increased 11.7 points 87 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 78.1 points below standard Increased 21.9 points 128 Students

Students with Disabilities  No Performance Color 111.1 points below standard Increased 40.3 points 20 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 77.1 points below standard Increased 19.5 points 122 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color Less than 11 Students 1 Student

Conclusions based on this data:

- Overall, All students, including the subgroups of English Learners, Hispanic, and Socioeconomically Disadvantaged students performance fell in the low/red performance level on the ELA CAASPP in the 2022-2023 school year. For the 2023-2024 school year, all subgroups were able to make enough growth to be in the orange performance level.
- Our All group and all of our subgroups made growth. Our Students with Disabilities made the most growth. They increased 40.3 points.
- Our English Learners made the least amount of growth. They increased 11.7 points.

School and Student Performance Data

Academic Performance Mathematics

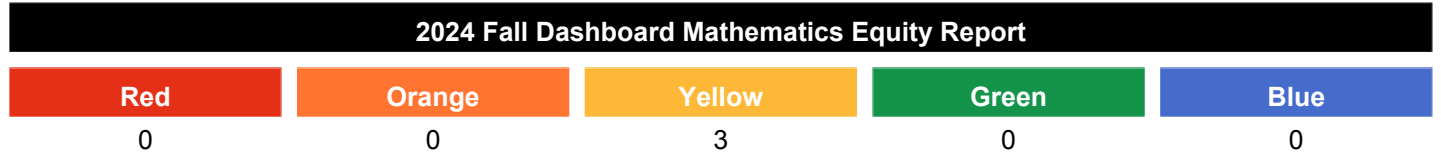
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 89.1 points below standard Increased 9.5 points 130 Students	English Learners  Yellow 91.5 points below standard Increased 4.2 points 89 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 89.1 points below standard Increased 8.0 points 129 Students

Students with Disabilities  No Performance Color 136.5 points below standard Increased 16.7 points 19 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 88.5 points below standard Increased 10.3 points 121 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color Less than 11 Students 1 Student

Conclusions based on this data:

1. Overall, all students, including English Learners, Hispanic, and those who are Socioeconomically Disadvantaged, increased in points on the Math CAASPP assessment.
2. All groups fell in the Red Area on the Math CAASPP assessment during the 2022-2023 school year. For the 2023-2024 school year, all groups were able to increase by two levels into the Yellow Performance Level.
3. Our Students with Disabilities increase the most (16.7 points) and our English Learner group increased the least (4.2 points).

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
40.5% making progress.	making progress.
Number Students: 111 Students	Number Students: 2 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.7%	38.7%	0%	40.5%

Conclusions based on this data:

- 38.7% of our English Learners maintained proficiency levels 1, 2L, 2H, 3L, OR 3H.
- 45 out of the 111 English Learners (40.5%) progressed at least one ELPI level.
- D-ELD will be a focus area for the next school year in order to provide EL students with a well rounded ELD lesson that focuses in all domains. Increasing our ELPI score will be an area of focus.

School and Student Performance Data

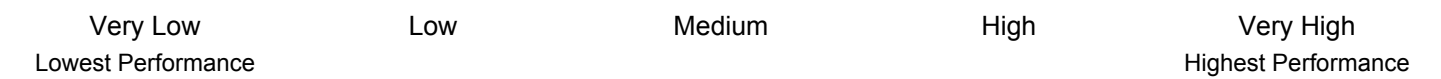
Academic Performance College/Career Report

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

14.6% Chronically Absent

Declined 1.1

247 Students

English Learners



Yellow

10.2% Chronically Absent

Declined 4.3

147 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Socioeconomically Disadvantaged



Yellow

14.8% Chronically Absent

Declined 1.1

244 Students

Students with Disabilities  No Performance Color 8.8% Chronically Absent Declined 2.7 34 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 14.5% Chronically Absent Declined 2 228 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students

Conclusions based on this data:

1. Chronic absenteeism declined for all subgroups.
2. Our Socioeconomically Disadvantaged population has the highest percentage of Chronically Absent students.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

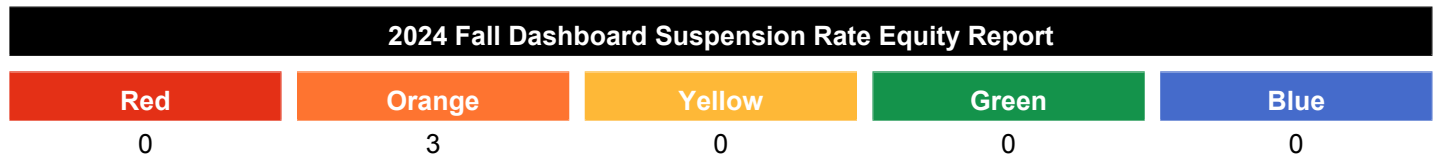
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.8% suspended at least one day Maintained 0% 264 Students	English Learners  Orange 4% suspended at least one day Increased 1.1% 151 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Orange 3.8% suspended at least one day Maintained 0% 260 Students

Students with Disabilities  No Performance Color 5.6% suspended at least one day Increased 2% 36 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 0% suspended at least one day 11 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 3.8% suspended at least one day Increased 0.5% 240 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students

Conclusions based on this data:

1. Suspension rate increased for our overall student group and in all the subgroups from the previous year except for our Socioeconomically Disadvantaged group whom maintained.
2. Alternative methods/strategies are being used to decrease the amount of students being sent home with a suspension. PBI Aide and Community Liaison are helping to decrease student behaviors with counseling, parent communication, and incentives.
3. The MTSS team is currently working on calibrating what behaviors require a minor vs a major referral when dealing with student behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement for ALL

All students and all subgroups Terry will make progress toward the goal of reaching proficiency in ELA, Math, Science and ELD as measured by various local and state assessments, and by the California Accountability Model & School Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will develop the academic skills necessary for continual individual growth toward grade level proficiency across all content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In alignment with the LCAP, Terry school will provide additional support to students to address the unfinished learning as identified by local assessments. The following are identified needs for the 2025-2026 academic year:

ELA: In order for students to reach high proficiency levels on both local and state assessments and progress by 5 points on Distance from Standards in ELA, students need to be able to read on grade level, have solid comprehension, be able to compare different reading texts as well as make connections among ideas and texts. Students need to be engaged in guided and independent reading, both informational and literary, that is combined with well-thought out instruction so that students understand and are exposed to grade-level complex texts. Through ongoing daily reading students learn to read, compare, and analyze a wide range of texts. Students also need to write daily and be able to produce well organized, developed, and supported writing for different purposes. Students also need various choices to express their understanding, whether it be through a written report, oral report or slide presentation. At the start of the school year, classroom teachers will set short and long term goals as well as SMART goals. Teachers in grades 1-6 will set BPST and Oral Fluency goals. Kinder will set ESGI goals and TK will set DRDP goals. During PLC release time, grade level teams will analyze DNA, STAR, DRA and Benchmark/Unit assessments to monitor student progress. Additionally 3-6 grade teachers will also have students take the Smarter Balanced FIABs (Interim Assessment Blocks). Intervention and support staff will also be part of the PLC's to discuss growth made by students as well as to discuss exiting students and consideration of any new student. For this upcoming school year Terry will have two full time intervention teachers; one math and one reading intervention teacher and one full time Academic Coach to support teachers in English Language Arts, English Language Development, and Early Literacy instruction.

Math: In order for students to meet or exceed standards on both local and state assessments and progress by 5 points on Distance from Standards in Math, students need support in the following areas: concepts and procedures, problem solving, and communication and reasoning. In order to address these areas, teachers will provide: 1) daily practice with explaining and applying mathematical concepts as well as carrying out mathematical procedures with ease and accuracy; 2) daily opportunities to problem solve and apply learned strategies and 3) daily experiences analyzing real world problems. Diagnostic assessments are also important as these assessments help teachers gauge the student depth of understanding and helps determine student needs. At the start of the school year teachers will set short and long term goals as well as SMART goals. During PLC release time grade level teams will analyze DNA and STAR math data and determine the unit math assessments to be administered throughout the year to monitor student progress. Grades 3 - 6 grade teachers will also determine which Smarter Balanced assessments to use (focused IAB's) to monitor progress towards grade level standards. Intervention and support staff will also be part of the PLC's to discuss growth made by students receiving support services as well as to discuss exiting students and consideration of any new student.

ELD: English Language Learners need to continue to show advancement in their English proficiency by increasing 2.5% annually. Additionally, students need to be reclassified after being in school for a minimum of four to five years. Special support needs to be provided to ELL's who are considered to be long-term English Learners due to the length of years at a level 3 or lower for more than six years. In order to support ELL's, designated ELD needs to take place daily for 30 minutes utilizing Benchmark Advance in tandem with the SUSD Designated ELD Lesson format. Students in grades 3-6 who are designated as a Long term English Learner (LTEL) on the ELPAC will receive instruction utilizing English 3D curriculum. This past year, students designated as a newcomer (student's what have been in a U.S. school for less than one year) was provided designated small group instruction with a certificated teacher. Integrated ELD will be implemented throughout the day so that students can learn grade level content. Through daily, designated ELD, and integrated ELD students receive the support needed to learn content and the necessary academic language.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 CAASPP - ELA ALL Students	13.97% of ALL students Met or Exceeded Standards for ELA Overall student performance was 77.9 points below standard	On the 2025-2026 Dashboard School Performance Overview, ALL students who Met or Exceeded Standards will increase by 2.5% on ELA standards from 13.97% to 16.47% Overall student performance will increase by 5 points from 77.9 to 72.9 points below standard
2023-2024 CAASPP - ELA English Learners	5.07% of EL students Met or Exceeded Standards for ELA English Learner performance was 77.5 points below standard	On the 2025-2026 Dashboard School Performance Overview, EL students who Met or Exceeded Standards will increase by 2.5% on ELA standards from 5.07% to 7.57% EL student performance will increase by 5 points from 77.5 to 72.5 points below standard
2023-2024 CAASPP - ELA Socioeconomically Disadvantaged	14.07% of SED students Met or Exceeded Standards for ELA SED student performance was 78.1 points below standard	On the 2025-2026 Dashboard School Performance Overview, SED students who Met or Exceeded Standards will increase by 2.5% on ELA standards from 14.07% to 16.57% SED student performance will increase by 5 points from 78.1 to 73.1 points below standard
2023-2024 CAASPP - ELA Students with Disabilities	5.88% of Students with Disabilities Met or Exceeded Standards for ELA Students with Disabilities performance was 111.1 points below standard	On the 2025-2026 Dashboard School Performance Overview, Students with Disabilities who Met or Exceeded Standards will increase by 2.5% on ELA standards from 5.88% to 8.38% Students with Disabilities performance will increase by 5 points from 111.1 to 106.1 points below standard
2023-2024 CAASPP - ELA Hispanic Students	13.18% of Hispanic students Met or Exceeded Standards for ELA Hispanic student performance was 77.1 points below standard	On the 2025-2026 Dashboard School Performance Overview, Hispanic students who Met or Exceeded Standards will increase by 2.5% on ELA standards from 13.18% to 15.68% Hispanic student performance will increase by 5 points from 77.1 to 72.1 points below standard
2023-2024 CAASPP - MATH ALL Students	13.04% of ALL students Met or Exceeded Standards for Math Overall student performance was 89.1 points below standard	On the 2025-2026 Dashboard School Performance Overview, ALL students who Met or Exceeded Standards will increase by 2.5% on Math standards from 13.04% to 15.54% Overall student performance will increase by 5 points from 89.1 to 84.1 points below standard
2023-2024 CAASPP - MATH English Learners	6.1% of EL students Met or Exceeded Standards for Math	On the 2025-2026 Dashboard School Performance Overview, EL students who Met or Exceeded Standards will

	EL student performance was 91.5 points below standard	increase by 2.5% on Math standards from 6.1% to 8.6% EL student performance will increase by 5 points from 91.5 to 86.5 points below standard
2023-2024 CAASPP - MATH Socioeconomically Disadvantaged	13.24% of SED students Met or Exceeded Standards for Math SED student performance was 89.1 points below standard	On the 2025-2026 Dashboard School Performance Overview, SED students who Met or Exceeded Standards will increase by 2.5% on Math standards from 13.24% to 15.74% SED student performance will increase by 5 points from 89.1 to 84.1 points below standard
2023-2024 CAASPP - MATH Students with Disabilities	6.25% of Students with Disabilities Met or Exceeded Standards for Math Students with Disabilities performance was 136.5 points below standard	On the 2025-2026 Dashboard School Performance Overview, Students with Disabilities who Met or Exceeded Standards will increase by 2.5% on Math standards from 6.25% to 8.75% Students with Disabilities performance will increase by 5 points from 136.5 to 131.5 points below standard
2023-2024 CAASPP - MATH Hispanic Students	13.18% of Hispanic students Met or Exceeded Standards for Math Hispanic student performance was 88.5 points below standard	On the 2025-2026 Dashboard School Performance Overview, Hispanic students who Met or Exceeded Standards will increase by 2.5% on Math standards from 13.18% to 15.68% SED student performance will increase by 5 points from 88.5 to 83.5 points below standard
2023-2024 CAST (Science test) 5th grade students	3.13% of ALL 5th grade students met or exceeded the standards for science Fifth grade student performance was 29 points below standard	On the 2025-2026 Dashboard School Performance Overview, ALL 5th grade students who Met or Exceeded Standards will increase by 2.5% on Science standards from 3.13% to 5.63% Fifth grade student performance will increase by 5 points from 29 to 24 points below standard
2023-2024 ELPAC English Learners	40.5% of EL students made progress toward English language proficiency (1 level growth)	On the 2025-2026 Dashboard School Performance Overview, EL students who made progress toward English language proficiency (1 level growth) will increase by 2.5% from 40.5% to 43%
2023-2024 English Learners Redesignated as Fluent English Proficient (RFEP)	10.3% of EL students were RFEPed	In 2025-2026, the amount of RFEPs will increase by 2.5% from 10.3% to 12.8%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	In order to encourage independent reading a Library Clerk/Technician will assist students in utilizing the school library resources. These supports will include assisting students with learning the Dewey system to locate instructional materials, using Destiny to check out books, as well as lessons on how to use the Terry Library website to access on-line reading material. Lessons will also be taught on website safety, digital citizenship, well as chrome book etiquette. The Library Clerk/Technician will also provide support to reinforce ELA/ELD as well as other content areas by collaborating with teacher librarians, other library clerks/technicians, classroom teachers, as well as the reading intervention teacher. Funds will be allocated to purchase relevant and high interest books in different genres. The Library Clerk/Technician will seek teacher input when ordering library books, videos and any other educational material. Additionally the Library Clerk/Technician will assist with reading incentive programs, help plan a school Family Literacy event, promote literacy activities, and select/provide resources that will support the content standards and reading programs of the school. Support will also be provided to English Learners in locating language appropriate reference materials, primary language materials and other research materials.	All Students	17,000 Title I 2000-2999: Classified Personnel Salaries Object Code: 220000 Library Clerk 5,000 Title I 4000-4999: Books And Supplies Object Code: 420000 other books
1.2	Tier II Reading Intervention Teacher (30%) The school will provide focused small group language arts instruction to identified at-risk students during the school day. The TOSA will work full days to provide students with intervention services. The intense intervention program will include progress monitoring assessments and research-based programs to meet individual student needs.	Students not meeting proficiency in ELA identified by data from classroom teachers, TOSA, SST, and Administration.	54,000 Title I 1000-1999: Certificated Personnel Salaries Object Code: 110000 TOSA salary
1.3	Teachers will be provided planning time to identify the needs of all students, backwards plan, lesson design, and analyze data, and create CFA's in order to evaluate progress of students and subgroups. Teachers will be provided professional learning opportunities through outside vendors which help address identified needs. Additionally, teachers will utilize the cycle of continuous improvement process in which they will set group targets, identify strategies to support academic improvement, and evaluate the effectiveness of identified changes.	ALL students	5,400 Title I 1000-1999: Certificated Personnel Salaries Object Code: 110001 Teacher subs 2,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Object Code: 580000 Outside Vendor
1.4	Provide students with assemblies and incentives that will promote academic learning and strategies that can help them to be successful scholars as well as celebrate all the great work that is taking place in the classrooms.	ALL students	4,500 Title I 5800: Professional/Consulting Services And Operating Expenditures Object Code: outside vendors 5,000 LCFF 4000-4999: Books And Supplies Object Code: materials and supplies
1.5	To address the needs in ELA, Math, ELD, and Science, supplemental materials and online subscriptions will be provided. These materials and supplies will be used to support the content standards in each of these areas.	ALL students	13,400 Title I 5000-5999: Services And Other Operating Expenditures Object Code: 580049 Software licenses/on-line subscriptions 20,000 Title I 4000-4999: Books And Supplies Object Code: 430000 materials and supplies 720 Title I 5700-5799: Transfers Of Direct Costs Object Code: 571000 print/postage/transportation 500 LCFF 5700-5799: Transfers Of Direct Costs Object Code: 571000 print/postage/transportation
1.6	Continue to purchase and build new technology pieces at and replace obsolete technology. The purpose of the technology is to address individualized student needs and provide supplemental support to students in ELA, Mathematics, Science and ELD. The technology assists teachers in delivery of content, the administration of assessments, and student engagement. Technology will also help students prepare for district and state assessments. Purchases may include, but are not limited to, iPad accessories (cases, cables, mounts/stands), Apple TVs, laptops, cables, printers, audio equipment, headphones.	ALL students	5,000 Title I 4000-4999: Books And Supplies Object Code: 430000 materials and supplies 5,000 Title I 4000-4999: Books And Supplies Object Code: 440000 equipment/technology 5,000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCFF 4000-4999: Books And Supplies Object Code: 430000 materials and supplies
1.7	Students will be provided ELA and Math after school intervention by certificated staff. This includes the costs of materials and supplies.	EL, SED, and Hispanic	7,000 Title I 1000-1999: Certificated Personnel Salaries Object Code: 110004 teacher extra time 1,000 Title I 4000-4999: Books And Supplies Object Code: 430000 materials and supplies
1.8	Provide students with the opportunity to go on educational field trips to see connections between what is happening at school and in the real world. This will allow them to begin taking what they have learned in the classroom and apply it to the situations around them.	ALL students	5,000 Title I 5700-5799: Transfers Of Direct Costs Object Code: 571040 district buses 2,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Object Code: 580014 field trip admission 5,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Object Code: 580014 charter bus
1.9	Materials and supplies will be provided to students in order to engage in lessons such as, but not limited to: STEAM activities, visual and performing arts; science, social studies...	ALL studnets	7,500 Title I 4000-4999: Books And Supplies Object Code: 430000 materials and supplies 6,500 LCFF 4000-4999: Books And Supplies Object Code: 430000 materials and supplies
1.10	Teachers will participate in professional development, by staff or other vendor, as well as virtual training, in person, and professional development conferences for data-analysis and goal setting, lesson planning, curriculum pacing,	EL, SED, and Hispanic	5,000 Title I 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	etc. Professional Development opportunities will align to school site data and site needs: California Dashboard Data, all local assessments (Unit Benchmarks, STAR Assessments, DNA, DRA, etc.) and will also include Professional Development on strengthening Professional Learning Communities. This includes the costs of materials and supplies.		Object Code: 520000 conference and travel mileage None Specified None Specified None Specified None Specified None Specified None Specified Object Code: 580000 outside vendor
1.12	Rents, leases, and repairs for categorically funded copy machines use; used for copying, parent communication, flyers for school events-including SSC/ELAC and Title 1 meetings-training materials, and student work for all students.	ALL students	3,900 Title I 5000-5999: Services And Other Operating Expenditures Object Code: 560000 rents/leases/repairs

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Most of the strategies were fully implemented. We improved in our distance from standard in the CAASPP ELA by 23.5 points. In CAASPP Math, we improved in our distance from standard by 9.5 points. Our English Learner subgroup improved 11.8 points on the ELA CAASPP, moving from the red indicator to orange indicator on the CA dashboard. Our Hispanic subgroup improved 19.4 points on the ELA CAASPP, moving from the red indicator to the orange indicator as well. In mathematics, our EL subgroup improved 4.2 points in distance from standard, moving from the red indicator to the yellow indicator. Our Hispanic subgroup improved 10.2 points on distance from standard, moving from the red to the yellow indicator. However, our EL subgroup declined in their ELPI levels (48.1% making progress to 40.5% making progress toward English Language Proficiency)

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

A difference between the intended implementation of a Strategy/Activity and the budgeted expenditures in the 2023-2024 SPSA was in Strategy 3. Not all teachers scheduled days throughout the year for planning. Terry did not spend as much on teacher professional development as was planned, more specifically PD target for Designated-ELD instruction.

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

Additional strategies have been added to Goal 1 to improve students' academic outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Students will be provided with support that will addresses social-emotional, behavioral, and mental health needs in order to maintain or improve student engagement. Terry will provide a positive school culture and climate that will help to reduce the number of suspensions and maintain a high attendance rate of 97% as measured by the California School Dashboard and Aeries database systems.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency across all content areas

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Using state and local data, Terry School looked at the behavioral needs of All/Hispanic/SED students. A needs assessment determined the causes of high suspension rates at the site for these student groups. Terry provided in this strategy a Positive Behavior Interventions (PBI) Aide and Campus Safety Assistants. The strategies will include meeting the site needs related to its PBIS program, materials/supplies, and professional development/resources for all staff to support its efforts in establishing a safe climate and culture.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-2025 California Dashboard Academic Engagement ALL students' Chronic Absenteeism	14.6% of ALL students were chronically absent	On the 2025-2026 Dashboard School Performance Overview, ALL students who were chronically absent will decrease by 2.5% from 14.6% to 12.1%
2024-2025 California Dashboard Academic Engagement English Learner students' Chronic Absenteeism	10.2% of EL students were chronically absent	On the 2025-2026 Dashboard School Performance Overview, EL students who were chronically absent will decrease by 2.5% from 10.2% to 7.7%
2024-2025 California Dashboard Academic Engagement Socioeconomically Disadvantaged students' Chronic Absenteeism	14.8% of SED students were chronically absent	On the 2025-2026 Dashboard School Performance Overview, SED students who were chronically absent will decrease by 2.5% from 14.8% to 12.3%
2024-2025 California Dashboard Academic Engagement Hispanic students' Chronic Absenteeism	14.5% of Hispanic students were chronically absent	On the 2025-2026 Dashboard School Performance Overview, Hispanic students who were chronically absent will decrease by 2.5% from 14.5% to 12.0%

2024-2025 California Dashboard Conditions & Climate All students' Suspension Rate	3.8% of ALL students were suspended at least one day	On the 2025-2026 Dashboard School Performance Overview, All students who were suspended for at least one day will decrease by 2.5% on Suspensions from 3.8% to 1.3%
2024-2025 California Dashboard Conditions & Climate English Learner students' Suspension Rate	4.0% of EL students were suspended at least one day	On the 2025-2026 Dashboard School Performance Overview, EL students who were suspended for at least one day will decrease by 2.5% on Suspensions from 4.0% to 1.5%
2024-2025 California Dashboard Conditions & Climate Socioeconomically Disadvantaged students' Suspension Rate	3.8% of SED students were suspended at least one day	On the 2025-2026 Dashboard School Performance Overview, SED students who were suspended for at least one day will decrease by 2.5% on Suspensions from 3.8% to 1.3%
2024-2025 California Dashboard Conditions & Climate Hispanic students' Suspension Rate	3.8% of Hispanic students were suspended at least one day	On the 2025-2026 Dashboard School Performance Overview, Hispanic students who were suspended for at least one day will decrease by 2.5% on Suspensions from 3.8% to 1.3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Terry will continue to utilize our Positive Behavior Aide to serve students who have been deemed at risk and require additional behavioral and social-emotional support. Our Behavior Support aide will continue working with all Tier 1-3 students regarding specific learning and behavioral needs that utilize problem solving, reflective thinking and role play as systems of restitution and dialogue. Our PBIA will be provided the materials and supplies necessary to provide services to students based on their need.	ALL students	0 District Funded 2000-2999: Classified Personnel Salaries 1,000 Title I 4000-4999: Books And Supplies Object Code: 430000 materials and supplies
2.3	Provide students with assemblies and materials that relate to positive behavior and attendance.	ALL students	6,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Object Code: 580000 outside vendor 3,820 LCFF 4000-4999: Books And Supplies Object Code: 430000 materials and supplies
2.4			None Specified None Specified
2.5			

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.6	Terry will continue to implement an MTSS framework to identify students who are in need of physical, social emotional, intellectual, and psychological support. Licensing for an SEL platform will be purchased and other materials to address the SEL needs of students and professional learning opportunities will be provided to the staff to help expand skills and knowledge in meeting the needs of students with identified needs and alternatives to suspensions.	ALL students	4,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Object Code: 580000 outside vendor 2,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Object Code: software licenses/on-line subscription None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Positive behavior incentives were provided to students throughout the year. Our PBI Aide supported students through the CICO system. Our MTSS team attended professional development to begin action planning for T1 positive behavior interventions. Students celebrated Red Ribbon Week and Read Across America Week where items such as bookmarks were provided to students. All students had an opportunity to attend an academic field trip. Academic Awards were given at the end of each trimester. And end of year behavior incentive was provided to students. As a result, the overall percentage of suspension remained the same (3.8%). However, the number of students suspended decreased which moved our color indicator from red to orange. Additionally, our chronic absenteeism decreased by 1%.

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

A change to include monies for creating a positive and welcoming environment for students, parents, and staff was added to the plan. Monies were used to provide logo branding in and throughout the school campus.

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

None

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent & Family Participation, Student Attendance

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Parent Outreach, Education and Family Engagement will be provided to develop strong home-school connections.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent engagement at school is crucial for fostering a supportive learning environment. It helps create a bridge between home and school, ensuring that students receive consistent support and encouragement. When parents are involved, they can better understand their child's academic and social development, which can lead to more effective communication with teachers and school staff. Additionally, parent engagement can enhance the overall school community, as parents become more invested in the success of not only their own child but also the school as a whole. This year we partnered with Success Together to provide bi-monthly family engagement activities. In addition, we utilized both our Mental Health Clinician, School Psychologist, School Social Worker, and Community Liaison to enhance home-school connection and support students with their academics, social-emotional well being, and attendance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-2025 Panorama Family-School Relationships Survey	18% of parents are extremely involved in a parent group(s) at Terry Elementary.	For the 2025-2026 school year, the percentage of parent involvement in a parent group(s) will increase 2% from 18% to 20%.
2024-2025 Panorama Family-School Relationships Survey	5% of parents meet to discuss their child's school with other parents from the school more than once or twice throughout the school year.	For the 2025-2026 school year, the opportunities for parent collaboration with other parents from the school will increase 2% from 5% to 7%
2024-2025 Panorama Family-School Relationships Survey	52% of parents feel connected to their child's school	For the 2025-2026 school year, the Home School Connection will improve 2% from 52% to 54%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Terry will continue to partner and collaborate with district and outside organizations in order to promote parent engagement. The school will	ALL students	6,080 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	compensate staff for prepping, helping at the events, interpretation, and childcare. These services will enhance the school-home connection. (Success Together, Family Literacy Night, Title I Meeting, SSC, ELAC, etc.)		5800: Professional/Consulting Services And Operating Expenditures Object Code: 580000 outside vendors 1,000 Title I 2000-2999: Classified Personnel Salaries Object Code: 2495-290004 classified extra time 500 Title I 1000-1999: Certificated Personnel Salaries Object Code: 110004 teacher extra time
3.2	Translation services, childcare, and catering will be provided at ELAC and SSC meetings.	ALL students	200.00 Title I 2000-2999: Classified Personnel Salaries Object Code: 2495-290004 classified extra time 800.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Object Code: 580000 outside vendor (translation services) 1500.00 Title I 5700-5799: Transfers Of Direct Costs Object Code: 2495-575000 district catering 2000.00 Title I 4000-4999: Books And Supplies Object Code: 2495-430000 parent materials and supplies
3.3	Classified personnel will help support student safety, academics, and attendance throughout the year and at special events held on site. Professional development will be provided to support the work being done at the site with students.	ALL students	2,000 LCFF 2000-2999: Classified Personnel Salaries Object Code: 240004 clerical/office staff extra help/classified mtgs.
3.5	Translation services or snacks will be provided at school wide events such as Back to School Night, Parent Conferences, Open House, Goodies with Parents, Pastries with Parents, and more...	All Students	500.00 Title I 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Object Code: 2495-290004 classified extra time 1,000 Title I 5000-5999: Services And Other Operating Expenditures Object Code: 575000 district catering

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Each strategy was implemented to its fidelity. Family engagement nights had a positive turnout. Childcare, professional translation services, and incentives played a large factor in the ability for parents to attend our ELAC and SSC meetings.

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

None

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

A whisper system will be added to aide families in translation services during parent meetings such as SSC and ELAC.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$189,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$217,820.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$189,000.00

Subtotal of additional federal funds included for this school: \$189,000.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$28,820.00

Subtotal of state or local funds included for this school: \$28,820.00

Total of federal, state, and/or local funds for this school: \$217,820.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	28,820.00
Title I	189,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	66,900.00
2000-2999: Classified Personnel Salaries	20,700.00
4000-4999: Books And Supplies	66,820.00
5000-5999: Services And Other Operating Expenditures	23,300.00
5700-5799: Transfers Of Direct Costs	7,720.00
5800: Professional/Consulting Services And Operating Expenditures	32,380.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	LCFF	2,000.00
4000-4999: Books And Supplies	LCFF	20,320.00
5700-5799: Transfers Of Direct Costs	LCFF	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	66,900.00
2000-2999: Classified Personnel Salaries	Title I	18,700.00
4000-4999: Books And Supplies	Title I	46,500.00

5000-5999: Services And Other Operating Expenditures	Title I	23,300.00
5700-5799: Transfers Of Direct Costs	Title I	7,220.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	26,380.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	185,420.00
Goal 2	16,820.00
Goal 3	15,580.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sabrina Green	Principal
Dena Yarbrough	Classroom Teacher
Sara Ayeni	Classroom Teacher
Cassandra Magaña	Classroom Teacher
Sophia Kwiatkowski	Other School Staff
Mariah Reyna	Parent or Community Member
Maria Lopez	Parent or Community Member
Gricelda Avendano	Parent or Community Member
Gilberto Diaz Hernandez	Parent or Community Member
Michelle Driggers	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 29, 2025.

Attested:



Principal, Sabrina Green on 5/29/25

SSC Chairperson, Irene Martinez on 5/29/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 29, 2025.

Attested:

Principal, Sabrina Green on 5/29/25

SSC Chairperson, Gricelda Avendaño on 5/29/25

TERRY 2025-2026 SPSA EXPENDITURES

SPSA Activity	GOAL 1	GOAL 2	GOAL 3	LINE ITEM	OBJECT CODE	NOTES	Title 1 Allocation	Title 1 Balance	LCFF Allocation	LCFF Balance
							\$189,000.00	\$0	\$28,820.00	\$0
GOAL 1										
ALL STUDENTS WILL DEVELOP THE ACADEMIC SKILLS NECESSARY FOR CONTINUAL INDIVIDUAL GROWTH TOWARD GRADE LEVEL PROFICIENCY ACROSS ALL CONTENT AREAS										
				Salaries						
1.2	☒	☐	☐	Intervention Teacher-Roxanne Garrigus-Case	110000	-30%	\$54,000.00			
1.1	☒	☐	☐	Library Clerk-Hannah Wood	220000	-25%	\$17,000.00			
				Teacher Subs	110001					
1.3	☒	☐	☐			3 days-planning time (rate: \$200 daily)	\$5,400.00			
				Teacher-Extra time	110004					
1.7	☒	☐	☐			after school interventions/meetings	\$7,000.00			
				Other Books	420000					
1.1	☒	☐	☐	Library Books			\$5,000.00			
				Materials and Supplies	430000					
1.4	☒	☐	☐	Student Incentives:		behavior, attendance			\$5,000.00	
1.5	☒	☐	☐	Core Curriculum supplemental materials		Leveled Readers	\$20,000.00			
1.6	☒	☐	☐	technology		small items (headphones...)	\$5,000.00		\$5,000.00	
1.7	☒	☐	☐	After school intervention materials			\$1,000.00			
1.9	☒	☐	☐	student supplies		arts/crafts; projects	\$7,500.00		\$6,500.00	
				Equipment/Technology (lasting more than 1 year)	440000					
1.6	☒	☐	☐			computers, monitors...	\$5,000.00			
				Conference and Travel/mileage	520000					
1.10	☒	☐	☐			mileage to conferences	\$5,000.00			
				Rents/Lease/Repairs	560000					
1.12	☒	☐	☐	Terry's copiers		-30%	\$3,900.00			
				Print/Postage/Transportation	571000					
1.5	☒	☐	☐			printing of supplemental curriculum and PBIS items	\$720.00		\$500.00	
				SUSD Buses - Field trips	571040					
1.8	☒	☐	☐	Academic field trips			\$5,000.00			
				Outside Vendors	580000					
1.3	☒	☐	☐	PD through outside vendors					\$2,000.00	
1.4	☒	☐	☐	Student Assemblies (1 per trimester)		academics	\$4,500.00			
				Field Trips	580014					
1.8	☒	☐	☐	Academic Field Trips-admission			\$2,000.00			
1.8	☒	☐	☐	Academic Field Trips-charter bus			\$5,000.00			
				Software Licenses/On-line Subscriptions	580049					
1.5	☒	☐	☐	Rocket Math		\$5/student	\$1,300.00			
1.5	☒	☐	☐	ST Math- site license		All	\$6,000.00			
1.5	☒	☐	☐	Imagine Learning for K-2 Newcomers		\$150/student (Newcomers and Level 1)	\$5,000.00			
1.5	☒	☐	☐	Learning A-Z/Raz Kids & Vocabulary A-Z		TK-2	\$1,100.00			
GOAL 2										
ALL STUDENTS WILL DEVELOP BEHAVIORAL AND SOCIAL EMOTIONAL SKILLS NECESSARY FOR CONTINUAL INDIVIDUAL GROWTH TOWARD GRADE LEVEL PROFICIENCY ACROSS ALL CONTENT AREAS										
				Materials and Supplies	430000					
2.3	☐	☒	☐	Student Incentives:		academic			\$3,820.00	
2.1	☐	☒	☐	PBIS Aide		supplies for her	\$1,000.00			
				Outside Vendors	580000					
2.3	☐	☒	☐	Student Assemblies (1 per trimester)		behavior and attendance	\$6,000.00			
2.6	☐	☒	☐	PD for MTSS					\$4,000.00	
				Software Licenses/On-line Subscriptions	580049					
2.6	☐	☒	☐	Open Parachute - SEL subscription		\$2.75 per student x 245 stu.	\$2,000.00			
GOAL 3										
PARENT OUTREACH, EDUCATION AND FAMILY ENGAGEMENT WILL BE PROVIDED TO DEVELOP STRONG HOME-SCHOOL CONNECTIONS										
				Teacher-Extra time	110004					
3.1	☐	☐	☒	teacher support		parent classes/PD	\$500.00			
				Aides-Extra time (SSC/ELAC/childcare & translating)	2435-290004					
3.5	☐	☐	☒			Back to School/Open House/Parent Conf.	\$500.00			
3.2	☐	☐	☒			Childcare for ELAC and SSC	\$200.00			
3.1	☐	☐	☒			parent classes/PD/events	\$1,000.00			

TERRY 2025-2026 SPSA EXPENDITURES

SPSA Activity	GOAL 1	GOAL 2	GOAL 3	LINE ITEM	OBJECT CODE	NOTES	Title 1 Allocation	Title 1 Balance	LCFF Allocation	LCFF Balance
							\$189,000.00	\$0	\$28,820.00	\$0
				Clerical/Office Staff Extra Help/Classified Mtgs	240004					
3.3	☐	☐	☒			classified mtgs/ other support			\$2,000.00	
				Parent Involvement-Materials and Supplies	2495- 430000					
3.2	☐	☐	☒	translating			\$2,000.00			
				Catering-District	2495- 575000					
3.2	☐	☐	☒	ELAC and SSC snacks			\$1,500.00			
				Catering-District	575000					
3.5	☐	☐	☒			family events (Goodies w/Grandparents/Pastries w/Parents...)	\$1,000.00			
				Outside Vendors	580000					
3.2	☐	☐	☒	Translation Solution-Josefina		translate for ELAC and SSC	\$800.00			
3.1	☐	☐	☒	Parent Engagement Classes		Success Together...	\$6,080.00			
							\$189,000.00		\$28,820.00	