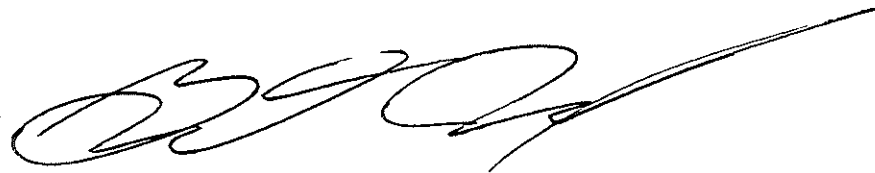


Terronez Middle

10621666112882

Principal's Name: Gilbert Villareal

Principal's Signature:

A handwritten signature in black ink, appearing to read 'G. Villareal', with a long, sweeping horizontal stroke extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

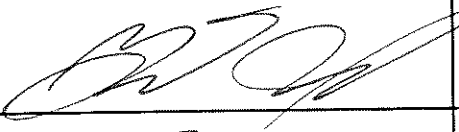
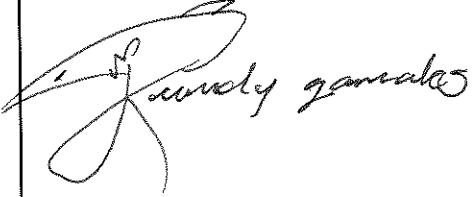
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Gilbert Villareal	X				
2. Chairperson - Kennedy Gonzales					X
3. Brittani Quinto		X			
4. Khalida Taleb		X			
5. Micheal Angel		X			
6. Janella Teran		X			
7. Charunn Jones			X		
8. Delia Alejandrez					X
9. Kennedy Gonzalez					X
10. Angelica Guzman				X	
11. Diego Covarrubias					X
12. Kajsia Lor (Alternate)					X
13. Brooklyn Dawson (Alternate)					X
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Terronez Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Gilbert Villarreal		April 8th, 2026
SSC Chairperson	Kennedy Gonzales		April 8th, 2026

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

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

FY 2026/27

Terronez - 0423

ON-SITE ALLOCATION

3010	Title I	\$72,078 *
7090	LCFF Supplemental & Concentration	\$191,040
7091	LCFF for English Learners	\$57,988

TOTAL 2026/27 ON-SITE ALLOCATION

\$321,106

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,344
Program Budget	\$69,734
Total Title I Allocation	\$72,078

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Terronez Middle 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	6th grade SBAC ELA average distance from standard for current 7th grade students		-54 pts	2024-2025	-39 pts	↑
Goal 1	6th grade SBAC Math average distance from standard for current 7th grade students		-82.4 pts	2024-2025	-67.4 pts	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		17.8 %	2025-2026	18.9 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		12.7 %	2025-2026	13.8 %	↑
Goal 1	ELPAC - percentage of students who scored 4	16.1 %	11.9 %	2024-2025	13 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		45.5 %	2024-2025	46.6 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)		45.7 %	2024-2025	46.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		34.3 %	2025-2026	35.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		48.5 %	2025-2026	49.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		33.6 %	2025-2026	34.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		52.4 %	2025-2026	53.5 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-64.2 pts	-72.8 pts	2024-2025	-57.8 pts	↑
Goal 1	SBAC ELA - Average distance from standard (African American)	-89.7 pts	-125.7 pts	2024-2025	-110.7 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		24.7 %	2024-2025	29.7 %	↑
Goal 1	SBAC Math - Average distance from standard (African American)		-141.9 pts	2024-2025	-126.9 pts	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-92.9 pts	-100.3 pts	2024-2025	-85.3 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		17.7 %	2024-2025	22.7 %	↑

Goal 2	Chronic Absenteeism - (Hispanic)		31.2 %	2024-2025	30.6 %	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		36.2 %	2024-2025	35.6 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	25 %	19.8 %	2025-2026	19.2 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	98.2 %	94 %	2025-2026	95.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	92.3 %	94 %	2025-2026	95.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		83 %	2025-2026	85 %	↑
Goal 2	Suspension Rate - (African American)	18.27 %	28.6 %	2024-2025	20.27 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	11.47 %	3.7 %	2025-2026	3.37 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Based upon the SBAC ELA data above, our students decreased in distance from standard in ELA by 6.4 points compared to the previous school year. African American students increased their difference from standard by 3.7 points. On the mathematics SBAC, students decreased in distance from standard by 7.6 points. This did not meet our goal of decreasing 15 points in distance from standard on the SBAC in both math in ELA and our African American students performed lower than their peers.

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

- 1. Inconsistent implementation of instructional clarity and rigor aligned to SBAC standards.
- 2. PLC structures not consistently translating data into targeted instructional adjustments.
- 3. Insufficient schoolwide literacy integration and structured academic discourse.
- 4. Gaps in scaffolding for productive struggle in mathematics.
- 5. Lack of precision in tiered intervention systems, particularly for African American students.

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

- 1. Strengthen instructional clarity and rigor aligned to state standards;
- 2. Implement consistent, data-driven PLC cycles
- 3. Increase schoolwide literacy integration and academic discourse
- 4. Enhance scaffolding for mathematical reasoning
- 5. Develop precise intervention systems with targeted support for African American students to ensure equitable growth.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Action #1:CAASPP ELA/Literacy

Partially Implemented

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

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

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

Implemented:

- Teacher Clarity professional learning for teachers with classroom walkthroughs focused on Teacher Clarity
- Written tasks given daily
- Teachers engaged in PL through school site, Ron Clark Academy, and Avid.
- Literacy team met monthly.
- CFA analysis form used for all school departments focused on PLC + cycle.

Not Implemented:

- Consistent student discourse
- Consistent student collaboration
- PLI Training not given
- Literacy team still developing in PLC cycles
- Common Assessments not to rigor of standards and SBAC assessments

Action #2: CAASPP Mathematics

Partially Implemented

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

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

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

Implemented

- Oral and written observed consistently in math classes.
- Instructional Success Criteria used in classroom walkthroughs and as a planning tool.
- Instructional Success Criteria used for peer observations.
- Improved student discussions utilizing school wide expectations of student share outs and talk moves.
- PL specific to mathematics given.

Not Implemented

- Go math not used to fidelity but replaced with Illustrative Mathematics
- PLI not given to teachers.
- Due to rising cost, RCA and ASCD conference not given to math teachers.

Action #3: EL Redesignation

Partially Implemented

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

ELD: In continued alignment with our site and regional goal to increase and accelerate student achievement, the Terronez Instructional Leadership Team will develop a cross-disciplinary literacy plan to promote instruction of literacy and support EL students in all content areas. All teachers will incorporate essential learnings and use department created common assessments and data to improve instruction for English Learners. Teachers will use classroom resources to appropriately incorporate use of technology into their instruction, attend to students' abilities to think critically and use their creativity and ensure that all students have opportunities to communicate and collaborate with one another while valuing multiple perspectives, languages, and world views. All Terronez teachers will continue to participate in professional learning opportunities, including Ron Clark Academy, ASCD, AVID Summer Institute, CADA, WEB Training, Professional Learning Communities and district PLI training that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. This structure will promote an increase of students being redesignated as measured by the ELPAC. Students will get designated and equitable support in academics and social-emotional support from MLA team of teachers and administration.

Implemented:

- Training (RP) for new teachers
- Some teachers attended PL and conferences
- Students given Academic and social emotional support from MLA team.
- ELA and ELD teachers attended Ron Clark Academy for instructional strategies.

Not Implemented:

- CFA's not sufficiently aligned to grade level standards
- Teachers did not consistently monitor or address student needs for academics and behavior

Action #1: California Colleges/Career Readiness

Fully Implemented

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

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

Implemented:

- Students engaged in program.
- Technology used across core classes everyday.

Action #1: Intervention and Suspension

Partially Implemented

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

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

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

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

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

Fully Implemented:

Admin team was trained, implemented and continuously calibrated misbehaviors using Discipline Guidelines.

RP counselor directly worked with CSSW to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-asses and follow up on Tier 2 students.

Our climate and culture team worked with teachers and administration to ensure school wide discipline policies were developed, revised when necessary and implemented with fidelity. Admin and the Climate and Culture team worked to determine areas of focus for the site as a whole and met periodically to collaborate on and monitor data pertaining to the school site plan.

Not Implemented:

Teachers not trained using "Leading our School Toward Equity"

Action #2: Attendance

Partially Implemented

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

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

Implemented:

TST met with CWA.

Staff had access to TST

RP counselor assessed and met with tier 2 students,

Not implemented:

Standards institute not attended

PLI supports not implemented

Action #3: Student Engagement

Partially Implemented

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

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

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

Implemented:

House system implemented with house leader meetings

Not Implemented:

CCD did not meet regularly with admin team to review engagement data.

Action #1: Staff and Student Connections

Fully Implemented

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

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

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

Implemented:

All sections implemented

Action #1: Inclusive Opportunities for Families

Partially Implemented

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

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

Implemented:

SSC, VIP Meetings, ELAC for parents

Not implemented:

Attendance not tracked correctly for back to school night.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action #1:CAASPP ELA/Literacy

Partially Effective

Based upon the SBAC ELA data above, our students decreased in distance from standard in ELA by 6.4 points compared to the previous school year. African American students increased their difference from standard by 3.7 points. Classroom teachers are only partially using district curriculum and using instruction in standards. CFA's not aligned to SBAC assessments.

Action #2: CAASPP Mathematics

Partially Effective

On the mathematics SBAC, students decreased in distance from standard by 7.6 points. Classroom teachers still developing in implementing classroom discussion and discourse that is consistent. CFA's not aligned to SBAC assessments.

Action #3: EL Redesignation

Effective

Met our target as 45.4% of students are making progress in redesignation and 44.9% of students progressed one level.

Action #1: California Colleges/Career Readiness

Effective

100% of students engaged in career exploration through CA colleges.

Action #1: Intervention and Suspension

Partially Effective

Did not meet goal of 8.87% or less but declined by 2.2% to 11.5%. House system increased student engagement on campus along with increasing tier 2 and 3 behavior supports on campus.

Action #2: Attendance

Ineffective

Did not meet goal and maintained 29.2% chronically absenteeism. Students did not get incentives beyond house system points.

Action #3: Student Engagement

Effective

100% engaged in extra curricular activities as all students in house system and house system events.

Action #1: Staff and Student Connections

Ineffective

Did not meet student goal of 93% of students feeling like they have an adult to come to. They responded favorable at 84%. Cell phone policy interrupted communications with students being able to reach out for help via QR code. Will make implementation changes using Teams for students to know where to reach out for help. 94% of staff feel valued at school which missed the 95% goal. Focus has been on students, we will need to plan intentional moves to increase staff feeling valued.

Action #1: Inclusive Opportunities for Families

Ineffective

We did not effectively measure back to school night attendance, however we have a list of 8 parents that offered volunteer service and campus events attendance regularly through VIP meetings. 94% of families responded favorably in family engagement on Climate and Culture Survey which missed goal by 94%.

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

- Curriculum + CFA alignment: Teachers to use FIAB's as CFA's and align instruction and learning targets to passing FIABs.
- Use of individual student data sheets with specific interventions for African American students,
- Literacy volume and writing across content: Staff instructional commitments to literacy instructional moves in classes.
- Structured math discourse: Math teachers to be trained in "Building Thinking Classrooms"
- Attendance intervention system: Attendance task team developed with regular meetings for attendance improvement.
- Intentional relational systems (students + staff): Continue to build House system and set student and staff bonding events plus assigning all students to one house leader for emotional support.

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

SSC:

Combination activities students with their parents together on Campus.
More rewards or prizes for students doing well.

ELAC:

Continue Coffee Hour
Increase student activities

Staff:

Continue house system but build on points and rewards.
Continue planning days

Parents invited for award assemblies.

Volunteer opportunities for parents

Teachers to talk to students more about their issues.

English class for parents.

Strengthen diversity assemblies

Illustrative math materials

Expand Project based learning/Portrait of a Learner



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Action #1:CAASPP ELA/Literacy

Action Details

Literacy Intervention

By June 2027, the overall average DFS for 7th graders in ELA will increase from -72 to -57 or more as measured by the ELA SBAC.

By June 2027, the overall average DFS for 8th graders in ELA will increase from -78 to -63 or more as measured by the ELA SBAC.

By June 2027, 40% of students who are reading below one grade level (as measured by SBAC and I-ready 1) will increase 15 points DFS on the SBAC ELA assessment.

We will Increase and accelerate student achievement in Mathematics through the consistent, high-fidelity implementation of Illustrative Mathematics and evidence-based instructional practices aligned to the Terronez Instructional Success Criteria, as measured by improved Distance from Standard (DFS) on the Math SBAC in 2026–27.

Curriculum & Instructional Delivery

In alignment with our site and regional goals, all Terronez ELA teachers will implement Spring Board, the district-adopted Guaranteed and Viable Curriculum (GVC), with fidelity. Instruction will be grounded in research-based practices that provide students with structured daily opportunities to build comprehension through oral and written tasks. To support rigorous and equitable learning, all ELA teachers will:

- Implement the Terronez Instructional Success Criteria across all instructional periods.
- Provide multiple daily opportunities for students to engage with and respond to text through reading, speaking, and writing tasks.
- Establish consistent classroom routines in which students are responsible for demonstrating and communicating their thinking.
- Incorporate Academic Discourse (Talk Moves) as a daily instructional structure to strengthen oral language and critical thinking.

Professional Learning & Collaboration

As a component of our school's culture of connectedness and continuous improvement, ELA teachers will engage in ongoing, job-embedded professional learning. Teachers will participate in the following professional learning opportunities:

- Teacher Clarity PL
- Individual Coaching sessions with administration and TSA
- Teacher PLC Planning days
- Ron Clark Academy
- UnboundEd Standards Institute
- ASCD Conference
- Professional Learning Communities (PLCs) — collaborative, teacher-led grade-level and subject-area teams
- Ongoing District Professional Learning and Instructional (PLI) support focused on research-based structures and effective instructional practice

Assessment, Data Analysis & Progress Monitoring

The Terronez Site Leadership Team will establish regular data review cycles to monitor student progress, identify areas of focus, and refine instructional strategies based on evidence.

- The ELA PLC will collaboratively create and administer common formative assessments aligned to grade-level standards.
- SBAC-released Formative Item Achievement Bank (FIAB) resources will be utilized to guide instructional planning and ensure alignment to state assessment expectations.
- Classified staff will support the accurate and timely input of student achievement data to ensure consistent progress monitoring across the ELA department.
- Students performing one or more grade levels below standard in ELA will be systematically identified and monitored on a regular basis.
- The Terronez Site Team will meet periodically to analyze site-wide data, identify trends, and align collective strategies to the goals of this School Site Plan.

Intervention & Academic Support

Students who are performing one or more grade levels below standard in ELA will receive additional targeted academic support beyond the regular school day. The following intervention structure will be implemented:

- Accelerated Student Achievement (ASA) Period: Students will engage in targeted intervention lessons through the advisory period to address specific academic deficiencies and accelerate progress toward grade-level standards.
- After-School Tutoring & Intervention: Structured sessions will provide targeted reteaching, skill reinforcement, and individualized academic support for students identified as one or more grade levels below standard.
- Progress Monitoring: Student growth will be monitored on a consistent cycle to evaluate intervention effectiveness and adjust placement as needed.

This structure will promote an improved DFS in ELA for the 2026-27 school year as measured by ELA SBAC.

Direct Instructional Services

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

Ongoing Instructional Services through multiple measures:

- Springboard curriculum
- TSA support
- Academic Counseling: Grade Chats
- Substitute teacher coverage for co-teachers to attend PL and Peer walkthroughs
- Students track assessment data, set goals, and reflect during Advisory periods (contained within personal agenda planner)
- After-school and lunch tutorials
- Comprehensive Response to Intervention program to provide universal supports to all students within the school day
- Extended Library Hours
- Ethnic Studies Course

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

- Collaborative learning
- Small group instruction
- Inquiry between and among disciplines

- Interdisciplinary units
- Real-world applications using STEAM and Project based learning.
- Gradual release models of instruction
- Productive talk/Classroom discussions
- Reciprocal teaching

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

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

Supplies to include but not limited to:

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

English Learner Students

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

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

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

English Learner student population is not performing in red in any areas.

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

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

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

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

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

Ongoing Services and Support through multiple measures:

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

Student Groups

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

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

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

Hispanic (HI): After school and lunch tutoring

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

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

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

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

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

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

Hispanic (HI): After school and lunch tutoring.

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

English Learner (EL): After school and lunch tutoring. Materials and supplies and support hands on and differentiated instruction. ASCD and RCA conference to develop teachers EL strategies. Materials and supplies to support MLA cohort. Funds for student study trips. TSA .o3 paid out of budget to support EL students and EL teacher strategies.

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

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

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- AASC and MLA parent night for updates and academics.
- Family Entrepreneur night
- Parent Coffee hour, VIP Parent meetings.
- Parent Center: Laptops, printers, child care, decorations for parent center room for trainings and parent meetings.

Professional Learning

Describe Professional Learning related to this action.

- Teacher clarity PL
- Data analysis and data-based instructional actions
- Sub release coaching days
- ASCD Conference
- Ron Clark Academy Conference

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

SBAC results: Students will grow 15 points in DFS from -72.8 to -57.8. Outcomes measured by Administration and teachers.

Action #2: CAASPP Mathematics

Action Details

College & Career Readiness

By June 2027, the school average DFS for 7th graders in math will increase from -74 to -59 or more as measured by the Math SBAC.

By June 2027, the overall average DFS for 8th graders in math will increase from -122 to -107 or more as measured by the Math SBAC.

Increase and accelerate student achievement in Mathematics through the consistent, high-fidelity implementation of Illustrative Mathematics and evidence-based instructional practices aligned to the Terronez Instructional Success Criteria, as measured by improved Distance from Standard (DFS) on the Math SBAC in 2026–27.

1. Curriculum & Instructional Delivery

In alignment with our site and regional goals, all Terronez math teachers will implement **Illustrative Mathematics**, the district-adopted curriculum, with fidelity. Instruction will be grounded in research-based practices that provide students with structured daily opportunities to build mathematical comprehension through oral and written tasks.

- Math teachers to engage in "Building Thinking Classrooms" PL.
- To support rigorous and equitable learning, all math teachers will:
- Implement the Terronez Instructional Success Criteria across all instructional periods.
- Provide multiple daily opportunities for students to engage with mathematical concepts through reading, speaking, and written tasks.
- Establish consistent classroom routines in which students are responsible for demonstrating and communicating their mathematical thinking.
- Incorporate Academic Discourse (Talk Moves) as a daily instructional structure to strengthen mathematical reasoning and oral language development.

2. Professional Learning & Collaboration

As a component of our school's culture of connectedness and continuous improvement, math teachers will engage in ongoing, job-embedded professional learning. Teachers will participate in the following professional learning opportunities:

- **Ron Clark Academy**
- **ASCD Conference**
- Professional Learning Communities (PLCs) — collaborative, teacher-led grade-level and subject-area teams
- Ongoing District Professional Learning and Instructional (PLI) support focused on research-based structures and effective instructional practice

3. Instructional Success Criteria & Classroom Observations

- The Terronez Instructional Success Criteria will serve as the shared instructional framework for both leadership and teachers throughout the academic year.
- Site Leaders will utilize the Terronez Instructional Success Criteria to collect observational data on teacher instructional practices throughout the school year.
- Teachers will utilize the Instructional Success Criteria as a tool for lesson planning and as a structure for peer observation and collegial feedback.

4. Assessment, Data Analysis & Progress Monitoring

- The Terronez Site Leadership Team will establish regular data review cycles to monitor student progress, identify instructional trends, and refine strategies based on evidence.
- The Math PLC will collaboratively create and administer common formative assessments aligned to grade-level standards and utilize data to plan differentiated instruction that meets the diverse learning needs of all students.
- The Terronez Site Team will meet periodically to analyze site-wide data, identify trends, and align collective strategies to the goals of this School Site Plan.

5. Intervention & Academic Support

- Students with identified academic deficiencies in mathematics will receive structured, targeted support through tier 1 differentiated academic strategies.
- **Accelerated Student Achievement (ASA) Period:** Students will engage in targeted intervention lessons through the advisory period to address specific academic deficiencies and accelerate progress toward grade-level standards.
- **Measurable Outcome:** This intervention structure is designed to promote a measurable improvement in Distance from Standard (DFS) in mathematics, as reflected in Math SBAC results for the 2026–27 school year.

Direct Instructional Services

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

Ongoing Instructional Services through multiple measures:

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

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

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

Supplies to include but not limited to:

- Technology: tablets

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

English Learner Students

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

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

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

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

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

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

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

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

Ongoing Services and Support through multiple measures:

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

- Home-School Liaison
- Public translating services
- TSA Support

Student Groups

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

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- AASC and MLA parent night for updates and academics.
- Family Entrepreneur night
- Parent Coffee hour, VIP Parent meetings.
- Parent Center: Laptops, printers, child care, decorations for parent center room for trainings and parent meetings.

Professional Learning

Describe Professional Learning related to this action.

- Teacher clarity PL
- Data analysis and data-based instructional actions
- Building Thinking Classrooms PL
- Sub release coaching days
- ASCD Conference
- Ron Clark Academy Conference

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

SBAC results: Students will grow 15 points in DFS from -100.3 to -85.3. Outcomes measured by Administration and teachers.

Action #3: EL Redesignation

Action Details

Literacy Intervention

By June 2027, 40% of EL students in the upper intermediate level will be re-designated as measured by the ELPAC and District measures.

Increase and accelerate student achievement for English Learners through a cross-disciplinary literacy plan, equitable academic and social-emotional support, and evidence-based EL instructional strategies implemented across all content areas, as measured by increased rates of ELPAC redesignation.

1. Cross-Disciplinary Literacy Plan

In alignment with our site and regional goals, the Terronez Instructional Leadership Team will develop and implement a cross-disciplinary literacy plan to promote literacy instruction and intentional support for English Learner (EL) students across all content areas. This plan reflects a whole-school commitment to language development as a shared responsibility.

- A Teacher on Special Assignment (TSA) FTE of .3 will be allocated to a designated teacher to lead professional learning sessions, provide coaching and support to staff on EL instructional strategies, and deliver direct support to English Learner students.
- All teachers will identify and incorporate essential learnings for English Learners within their content areas and utilize department-created common assessments and data to continuously improve instruction for EL students.
- EL students will receive designated and equitable support in both academics and social-emotional development through the Multilingual Learner Achievement (MLA) team of teachers and administration.

2. Instructional Practices for English Learners

All Terronez teachers will design and deliver instruction that is responsive to the linguistic and cultural strengths of English Learners. Instructional practices will include:

- Purposeful integration of technology as a classroom resource to extend and deepen student learning.
- Instructional tasks that develop students' capacity for critical thinking and creative problem solving.
- Structured opportunities for all students to communicate and collaborate with peers, with intentional attention to valuing multiple perspectives, languages, and world views.

3. Professional Learning & Collaboration

All Terronez teachers will engage in ongoing professional learning to strengthen instructional practices for English Learners. Professional learning opportunities include:

- Teacher Clarity PL
- EL Strategies PL
- Ron Clark Academy
- ASCD Conference
- AVID Summer Institute
- Professional Learning Communities (PLCs) — collaborative, teacher-led grade-level and subject-area teams
- Ongoing District Professional Learning and Instructional (PLI) support focused on research-based structures and effective instructional practice for English Learners

4. Data Analysis, Progress Monitoring & Redesignation

- The Terronez Site Team will establish regular data review cycles to monitor EL student progress and align instructional decisions to evidence of student growth.

- Department-created common assessments and site-wide data will be used to monitor EL student progress and refine instructional practices across all content areas.
- The Site Team will meet periodically to collaborate on and monitor data as it pertains to the School Site Plan, with a specific focus on EL student achievement trends.
- Measurable Outcome: The collective implementation of this structure will promote an increase in the number of students redesignated as Fluent English Proficient (FEP), as measured by the English Language Proficiency Assessments for California (ELPAC).

Direct Instructional Services

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

Ongoing Instructional services through multiple measures:

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

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

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

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers
- Licenses for databases and software to use for Blended Learning

- Access to school library for independent reading
- Paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

English Learner Students

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

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

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

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

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

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

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

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

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

Ongoing Services and Support through multiple measures:

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

Student Groups

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- MLA parent night for updates and academics.
- Family Entrepreneur night
- Parent Coffee hour, VIP Parent meetings.
- Parent Center: Laptops, printers, child care, decorations for parent center room for trainings and parent meetings.

Professional Learning

Describe Professional Learning related to this action.

- Teacher clarity PL
- Data analysis and data-based instructional actions
- EL strategies PL
- Sub release coaching days
- ASCD Conference
- Ron Clark Academy Conference

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			After School Tutoring *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	9,816.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			House Leader and New Teacher Meetings *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	21,595.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Food or Incentives*	2,456.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.3000	OP 04.09.26: Shifting all fte from U0116 to 0115; OP 04.08.26: Update funding split 0.30 7090/ 0.7 FTE 6770, Per Debra R. & Gilbert V. **Budget lines for personnel include salaries and related benefits	50,657.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PLC Planning and Coaching Days for teachers **Budget lines for personnel include salaries and related benefits	23,874.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			AVID tutors **Budget lines for personnel include salaries and related benefits	6,501.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental pay for instructional data entry **Budget lines for personnel include salaries and related benefits	6,501.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for instruction (science labs, instructional materials, computer platforms)	31,245.00
G1A1	Sup & Conc	Instruction	Mat & Supp			America To Go for Professional Learning for teachers ILT, Buyback, SSC, Literacy team meetings	12,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Student Technology and School Furniture	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology & Golf Cart Maintenance	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			AVID : Avid Contract	5,350.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics for student agendas, master calendar. Graphics Dept closing, moved from object 5725 to 5899.	4,300.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs **Budget lines for personnel include salaries and related benefits	2,388.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Supplies for Family participation.	3,500.00
G1A2	Title 1 Basic	Instruction	Travel			: Conferences: Ron Clark Academy (Actions 1 & 2)	11,211.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			ELPAC Teacher Subs **Budget lines for personnel include salaries and related benefits	6,136.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Lunch tutorial/ELPAC prep **Budget lines for personnel include salaries and related	9,930.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3		Instruction	Teacher-Supp			benefits	9,930.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessor **Budget lines for personnel include salaries and related benefits	2,822.00
G1A3	LCFF: EL	Instruction	Mat & Supp			EL Cohort Student Supplies	10,300.00
G1A3	LCFF: EL	Instruction	Travel			Conferences: AVID and ASCD (Actions 1 & 2)	20,000.00
G1A3	LCFF: EL	Instruction	Direct Trans			Transportation for student field trips	5,000.00

\$260,582.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Action #1: Intervention and Suspension

Action Details

Life Skills

By June 2027, the suspension rate will decrease to 8.87% or lower.

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

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

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

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

Direct Instructional Services

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

Ongoing Instructional Services through multiple measures:

- Quarterly Expectations Assemblies
- SEL, Class Meetings, and School Connect will be delivered through advisory and individual classrooms
- Students will receive direct instruction around the Social Emotional Learning non-cognitive skills during
- advisory and individual class settings
- Transition teacher and RP counselor will conduct focus support groups with all students placed in on-campus suspension and alternative
- to suspension. Transition teacher will also meet with small groups as needed.

- Behavior Support Team
- House System support.
- Resources and materials to upgrade campus safety features

English Learner Students

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

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

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

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

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

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

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

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

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

Ongoing Services and Support through multiple measures:

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

Student Groups

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- AASC and MLA parent night for updates and academics.
- Family Entrepreneur night
- Parent Coffee hour, VIP Parent meetings.
- Parent Center: Laptops, printers, child care, decorations for parent center room for trainings and parent meetings.

Professional Learning

Describe Professional Learning related to this action.

- Teacher clarity PL
- School Connect PL
- Sub release coaching days
- ASCD Conference
- Ron Clark Academy Conference

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Weekly meeting with RP and CSSW to address tier two and tier three needs, while focusing on changed behaviors during TST. Utilize advisory to teach students SEL lessons as developed by CCR.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

At bi-weekly meetings, we will review suspension data with admin, AASC, and MLA advisors. Suspension rate will be under 5% at the end of December 2026.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

At bi-weekly meetings, we will review suspension data with admin, AASC, and MLA advisors. Suspension rate will be under 8.87% at the end of June 2027.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Action #2: Attendance

Action Details

Life Skills

By June 2027, the percentage of students who are chronically absent will reduce to 23%

Attendance: We will continue to focus on how to strategically address absenteeism by enhancing our multi-tiered system of interventions for attendance. Interventions will be strategically designed for those who are identified as chronically absent. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, WEB Training, PLCs and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Terronez Targeted Support Team (TST) will work to determine areas of focus for the site through a holistic lens and will meet weekly to collaborate on and monitor data as it pertains to the school site plan. Regional Attendance CWA, will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. We will also continue the monthly attendance parent meetings that will include, but is not limited to, a Parent/Student Compact Agreement that provides parents and students with information regarding attendance and strategies to support the improvement of attendance, as well as resources available. An RP Counselor will report directly to CSSW to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-asses and follow up on Tier 2 students, as needed. This structure will promote a 2% decrease or higher of students who are chronically during the 2026-2027 school year as measured by attendance records and SARB referrals.

Direct Instructional Services

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

Ongoing Instructional Services through multiple measures:

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

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers

- Licenses for databases and software to use for Blended Learning
- Access to school library for independent reading
- Paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

English Learner Students

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

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

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

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

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

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

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

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

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

Ongoing Services and Support through multiple measures:

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

Student Groups

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

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

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

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

- RCA and ASCD conferences for teacher PL

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

Long Term English Learner (LTEL):

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

English Learner (EL):

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

African American (AA):

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Materials and supplies for family engagement nights and attendance presentations: Open House, back to school night.
- Parent center technology and supplies for ATLAS connection and attendance monitoring
- Incentives for students and parents
- HSL milage for home visits

Professional Learning

Describe Professional Learning related to this action.

- School Connect training
- Attendance training for staff in PL

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

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

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

Shape these behaviors...

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

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

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Action #3: Student Engagement

Action Details

Life Skills

By June 2027, 100% of students will be engaged in a sport, club or activity.
During the 2026-2027 school year, the percentage of students not engaged in a sport, club or activity will not drop below 90% each quarter.

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

Direct Instructional Services

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

- Ongoing Instructional Services through multiple measures:**
- Implementation of the house system to build student competition and engagement.
 - Students will receive quarterly Expectations Assemblies and safety presentation
 - Students will attend advisory classes with lessons focused on social-emotional learning, anti-bullying, and promoting a safe campus
 - Students will participate in bi-annual club fair
 - 8th grade students will participate in showcase from Sunnyside, "Move Up Day" and Sunnyside, and the high school selection fair
 - Qualifying students will attend field trips to magnet high schools
 - VAPA summer camp
 - Where Everybody Belongs (WEB) recruitment at feeder elementary schools in the spring
 - WEB student leaders attend summer institute and lead 7 Grade Orientation
 - Associated Student Body(ASB) officers will attend annual student CADA conference, which requires membership
 - ASB will host a regional leadership training for feeder elementary schools
 - Goal 2 Electives:
 - Band

- Orchestra
- Choir
- Tournament of Technology
- WEB
- ASB
- Goal 2 Athletics
- Advisory period
- Lunch clubs
- Noon-Time Assistants (NTA)
- Celebrate Diversity Program
- Resources and materials to upgrade campus safety features

English Learner Students

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

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

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

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

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

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

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

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

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

Ongoing Services and Support through multiple measures:

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

- Develop and implement school-wide EL SMART goal and response plan

Student Groups

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

House family engagement nights

Back to school night, open house

Entrepreneurship night

VIP parent meetings

Professional Learning

Describe Professional Learning related to this action.

PLs on School Connect
PLs on house system within classes
Ron Clark Academy
AVID Conference/PL
ASCD Conference

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

By the end of semester one, 90% of all students will have at least one engagement in the 26-27 school year as measured by ATLAS engagement. This will be monitored by our Climate and Culture Director.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

By the end of the year, 100% of all students will have at least one engagement in the 26-27 school year as measured by ATLAS engagement. This will be monitored by our Climate and Culture Director.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Terronez will continue to augment Arts Education with the added elective teachers in arts, media, and entertainment, and Art classes

Direct Instructional Services

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

Required:

- Classroom materials and supplies will be purchased to support Art such as paints, brushes, display boards, craft material etc.
- Technology upkeep and supplies for Arts, Media, and Entertainment class.
- Curriculum materials that align with standards.
- Trips for student performances, museum visits, and art showcases.

English Learner Students

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

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events like:

- Art Hop event
- Concerts
- Open House
- Art Show Case nights

Professional Learning

Describe Professional Learning related to this action.

STEAM lesson integration PL

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope to see

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

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

Increased enrollment and interest in the Arts:

- More students choose to participate in newly offered arts electives: Arts, Media, and Entertainment and Art.
- Measured by course enrolment data and student interest surveys.
- Monitored by: counselors, arts lead, and site administrator.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Improved student achievement and focus:

- Students demonstrating stronger concentration, creativity, and problem-solving skills that carry into academic classes.
- Measured by: teacher feedback, grade trends, and student reflections.
- Monitored by: arts teachers and site administrator

And ultimately achieve these impacts.

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

Stronger school culture centered on the arts:

- The school develops a reputation for valuing creativity, expression, and innovation, fostering an inclusive and vibrant learning environment.
- Measured by: school climate surveys, parent/community feedback, and student engagement metrics.
- Monitored by: Site administrator.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand mentoring- 1 mentor.	27,000.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Lunch Detention **Budget lines for personnel include salaries and related benefits	14,724.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for student attendance small group meetings and incentives.	5,000.00
G2A2	LCFF: EL	Attendance & Social Work Services	Local Mileage			HSL Mileage	300.00
G2A3	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for house system student celebrations and student store.	5,000.00
G2A3	Sup & Conc	Instruction	Direct Trans			Student Transportation for Field Trips	8,500.00

\$60,524.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0423 Terronez Middle School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0423	1110	1000	1160	Teacher-Supp					G1A1	After School Tutoring *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	9,816.00
060	3010	0423	1110	1000	1160	Teacher-Supp					G1A1	House Leader and New Teacher Meetings *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	21,595.00
060	3010	0423	1110	1000	5221	Travel					G1A2	: Conferences: Ron Clark Academy (Actions 1 & 2)	11,211.00
060	3010	0423	1110	2495	4300	Mat & Supp					G1A1	Parent Participation *No Food or Incentives*	2,456.00
060	3010	0423	1110	3110	5110	Subagreements					G2A1	Hand in Hand Mentoring : Hand in Hand mentoring- 1 mentor.	27,000.00
030	7090	0423	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	Herrera Garcia, Emmelin	0.3000	G1A1	OP 04.09.26: Shifting all fte from U0116 to 0115; OP 04.08.26: Update funding split 0.30 7090/ 0.7 FTE 6770, Per Debra R. & Gilbert V. **Budget lines for personnel include salaries and related benefits	50,657.00
030	7090	0423	1110	1000	1120	Teacher-Subs					G1A1	PLC Planning and Coaching Days for teachers **Budget lines for personnel include salaries and related benefits	23,874.00
030	7090	0423	1110	1000	1160	Teacher-Supp					G2A1	Lunch Detention **Budget lines for personnel include salaries and related benefits	14,724.00
030	7090	0423	1110	1000	2960	Oth Cls-Supp					G1A1	AVID tutors **Budget lines for personnel include salaries and related benefits	6,501.00
030	7090	0423	1110	1000	2960	Oth Cls-Supp					G1A1	Classified supplemental pay for instructional data entry **Budget lines for personnel include salaries and related benefits	6,501.00
030	7090	0423	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies for instruction (science labs, instructional materials, computer platforms)	31,245.00
030	7090	0423	1110	1000	4300	Mat & Supp					G1A1	America To Go for Professional Learning for teachers ILT, Buyback, SSC, Literacy team meetings	12,000.00
030	7090	0423	1110	1000	4300	Mat & Supp					G2A2	: Materials and supplies for student attendance small group meetings and incentives.	5,000.00
030	7090	0423	1110	1000	4300	Mat & Supp					G2A3	: Materials and supplies for house system student celebrations and student store.	5,000.00
030	7090	0423	1110	1000	4400	Nc-Equipment					G1A1	Student Technology and School Furniture	10,000.00
030	7090	0423	1110	1000	5721	Direct Trans					G2A3	Student Transportation for Field Trips	8,500.00
030	7090	0423	1110	1000	5723	Direct-Maint					G1A1	: Technology & Golf Cart Maintenance	5,000.00
030	7090	0423	1110	1000	5899	Cons Svc/Oth					G1A1	AVID : Avid Contract	5,350.00
030	7090	0423	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics for student agendas, master calendar. Graphics Dept closing, moved from object 5725 to 5899.	4,300.00
030	7090	0423	1110	2100	1320	Crt Supr-Sub					G1A1	Admin Subs **Budget lines for personnel include salaries and related benefits	2,388.00
030	7091	0423	4760	1000	1120	Teacher-Subs					G1A3	ELPAC Teacher Subs **Budget lines for personnel include salaries and related benefits	6,136.00
030	7091	0423	4760	1000	1160	Teacher-Supp					G1A3	Lunch tutorial/ELPAC prep **Budget lines for personnel include salaries and related benefits	9,930.00
030	7091	0423	4760	1000	1160	Teacher-Supp					G1A3	ELPAC Assessor **Budget lines for personnel include salaries and related benefits	2,822.00
030	7091	0423	4760	1000	4300	Mat & Supp					G1A3	EL Cohort Student Supplies	10,300.00

030	7091	0423	4760	1000	5221	Travel	G1A3	Conferences: AVID and ASCD (Actions 1 & 2)	5,000.00
030	7091	0423	4760	1000	5721	Direct Trans	G1A3	Transportation for student field trips	5,000.00
030	7091	0423	4760	2495	4300	Mat & Supp	G1A1	Supplies for Family participation.	3,500.00
030	7091	0423	4760	3130	5211	Local Mileag	G2A2	HSL Milage	300.00
									\$321,106.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$72,078.00
Sup & Conc	7090	\$191,040.00
LCFF: EL	7091	\$57,988.00
Grand Total		\$321,106.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$260,582.00
G2 - The Whole Child (SEL and Engagement)	\$60,524.00
Grand Total	\$321,106.00