

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Turner Academy at Tokay Colony
Address	13520 East Live Oak Road Lodi, CA 95240-9309
County-District-School (CDS) Code	39685850125369
Principal	Robin Suttle
District Name	Lodi Unified School District
SPSA Revision Date	10/28/2020
Schoolsite Council (SSC) Approval Date	10/28/2020
Local Board Approval Date	11/17/2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- Purpose and Description..... 3
- School Profile 3
- Stakeholder Involvement 4
- Resource Inequities 4
- Goals, Strategies, & Proposed Expenditures..... 5
 - Goal 1..... 5
 - Goal 2..... 8
 - Goal 3..... 10
 - Goal 4..... 11
 - Goal 5..... 13
 - Goal 6..... 15
- Form C: Budget Summary and Consolidation 16
 - Budget Summary 16
 - Allocations by Funding Source..... 16
 - Expenditures by Funding Source 17
 - Expenditures by Budget Reference and Funding Source 18
- FORM D: School Site Council Membership..... 19
- FORM E: Recommendations and Assurances 20

School Vision and Mission

MISSION

Turner Academy's mission is to work with students in collaboration with family, caretakers and the community to assist them in developing coping skills., changing behaviors and achieving academic standards in order to realize their potential.

VISION

At Turner Academy all of our professional staff are committed to creating a positive, safe learning environment free of prejudices, enabling our students to realize their full academic and social potential.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of this plan is for Turner Academy to decrease its chronic absenteeism rate.

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41527, and 64002 and the federal Elementary and Secondary Education Act (ESEA) requires each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Profile

Based on the current School and Student performance data on the CA School Dashboard, Turner Academy had a total enrollment of 29 students. Of those 29 students, 75.9% are socioeconomically disadvantaged and 6.9% are foster youth, 6.9% are English Learners, and . 100% of the students are identified as students with special needs.

Turner Academy is a K-8th grade school whose main focus is to help students with significant behavioral and emotional issues succeed academically and socially. All of our students have Individualized Education Plans (IEPs) and Behavior Intervention Plans (BIPs). The curriculum is district adopted and our main academic priority is to help students realize and strive to meet their potential. Students are placed at Turner Academy because they were not able to access their education at a comprehensive educational site due to their behavior requiring a more intensive setting.

We utilize district-adopted core curriculum to our students access grade level materials while scaffolding instruction to help them gain the fundamentals they may be missing in their education.

The behavior change program at Turner Academy is multifaceted. It incorporates objective data collection and observation into a behavior reinforcement system. The behavior change program at Turner Academy runs concurrently with the academic program. Students earn points on a period basis in five categories:

Academic effort

Social Interactions

Staff requests / Redirection

IEP Behavior Goals

All of the faculty, staff and administration work together to build positive relationships with students and each other, which helps the entire school community grow and maintain a positive school culture. Through modeling positive social skills and maintaining mutual respect , our students are exposed to the fundamentals of relationship building; skills necessary to being able to work as part of the larger community.

Our students receive group and individual therapy as part of the program. We have two full time mental health clinicians as well as a school psychologist three days a week that work with students in providing educationally related mental health services.

We track student academic and behavioral progress individually. This is accomplished through analyzing standardized state testing, evaluation of meeting IEP goals, behavioral data tracking and academic growth via district benchmarks and report cards.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents attend back to school night, parent meetings, phone calls, text and email messages

Resource Inequities

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

Areas of Need:

1-Additional learning tools to meet the needs of a diverse group of students with special needs,

Resource: Learning materials designed for students with special needs

2-Additional teacher training and collaboration, Resource: PLC collaboration time, consultants

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

English Language Arts: Decrease the number of points below standard for all students 3rd-8th grades from 124.4 to 115 based on 2019 Fall Dashboard.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

*2018-2019 ELA Smarter Balanced Results were reviewed.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA SBA Assessment	124.4 points below standard for all students in 3-8 grade on 2019 ELA SBAC	9.4 points decrease in point below standard on ELA SBAC for 3-8 grade students

Planned Strategies/Activities

Strategy/Activity 1

ELA 1.1

Identify the struggling readers in 3rd-8th grade with the Reading Inventory and district benchmark results. Provide reading intervention to identified students in grades 3-8.

Monitor and evaluate ELA Individual Education Plan (IEP) goals and objectives, determine if goals and objectives are being met.

Students to be Served by this Strategy/Activity

All students struggling in reading in grades 3-8.

Timeline

August 2020-June 2021

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

ELA 1.2

Teachers will identify resources needed to assist their students in improving their literacy skills. Literacy materials, study trips, and hands on activities to increase student learning.

Monitor and evaluate students' academic performance on district benchmarks and Reading Inventory. Conduct walkthroughs to ensure supplemental materials are being used appropriately.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2020-June 2021

Person(s) Responsible

Classroom Teachers and Principal

Proposed Expenditures for this Strategy/Activity

Amount	7753.00
Source	Title I
Budget Reference	4300 Materials
Description	Literacy Materials
Amount	1000
Source	Title I
Budget Reference	5872 Field Trips
Description	Hands on experiences through study trips

Strategy/Activity 3

ELA 1.3

Provide reading intervention to k-3 students struggling in reading.

Students to be Served by this Strategy/Activity

Students struggling in k-3rd grades.

Timeline

August 2020-June 2021

Person(s) Responsible

Teachers and Principal

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	SIPPS Professional Development Consultant

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

Mathematics: Decrease the number of points below standard for all students 3rd-8th grades from 188.9 points to 178 points based on the Fall 2019 dashboard.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

*2018-2019 Math Smarter Balanced Results were reviewed.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math SBA Assessment	188.9 points below standard for all students in 3-8 grade based on Math SBAC	10.9 points decrease in points below standard on Math SBAC for 3-8 grade students

Planned Strategies/Activities

Strategy/Activity 1

Math 2.1

Students will develop automaticity with math facts by practicing on the following programs: Fast Math and Timez Attack. Students in K-8th grade will use Dreambox Learning for 60 minutes per week to develop their conceptual understanding.

Teachers will monitor student's progress by monitoring program data.

Students to be Served by this Strategy/Activity

All students K-8th

Timeline

August 2020-June 2021

Person(s) Responsible

Principal and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District funded

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Language Learners

Goal Statement

LCAP Goal

A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

Per 2019 dashboard data, Turner Academy does not have any students designated as English Language Learners therefore a goal will not be developed in this area.

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

Turner Academy will increase parent involvement at school meetings, Individualized Education Plan (IEP) meetings, parent classes, conferences, and other school events involving parents on campus.

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEAP Goal B)

Basis for this Goal

Staff observation at school events / meetings.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Sign in sheets for 2019 back to school night	48% of parents attended 2019 back to school night	10% increase

Planned Strategies/Activities

Strategy/Activity 1

Parent Involvement 4.1

Increase communication by purchasing materials and supplies to communicate with parents, including colored paper for school bulletins as well as translation services through written communications that go home and parent meetings.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2020-June 2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	199
Source	Title I: Parent Involvement
Budget Reference	4300 Materials
Description	Materials and supplies

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

Provide professional development for teachers to learn strategies and techniques to meet the needs of students at Turner Academy in the following areas: English Language Arts, Math, Trauma informed teaching / learning, Positive Behavioral Support Systems, classroom management

STRATEGY: Provide professional development opportunities for teachers, including attending conferences related to the areas above.

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

English Language Arts and Math data as outlined in Goal 1 and 2

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2019 ELA SBAC Assessment	124.4 points below standard for all students in 3-8 grade on 2019 ELA SBAC	9.4 points decrease in point below standard on ELA SBAC for 3-8 grade students
2019 Math SBAC Assessment	188.9 points below standard for all students in 3-8 grade on 2019 Math SBAC	10.9 points decrease in points below standard on Math SBAC for 3-8 grade students

Planned Strategies/Activities

Strategy/Activity 1

Professional Development 5.1

Provide professional development for teachers to learn strategies and techniques to address the needs of Turner Academy students in the following areas: language arts, math, classroom management, trauma informed teaching, differentiation, research based learning / teaching techniques for students with special needs

Monitor and evaluate student's academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting school goals 1 and 2

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2020-June 2021

Person(s) Responsible

Principal and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Consultants and professional development presenters in the areas mentioned above

Strategy/Activity 2

Professional Development 5.2

Teachers will work with district English Language Arts, math, and technology coaches to improve their teaching practices and techniques. In addition, district coaches will be invited to present at staff meetings.

Monitor and evaluate students' academic progress on district benchmarks and Reading inventory. Monitor students' progress towards meeting school goals 1 and 2

Students to be Served by this Strategy/Activity

All students

Timeline

August 2020-June 2021

Person(s) Responsible

Principal and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	District coaches

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

ATSI - Suspension Rates

Goal Statement

Turner Academy will move from the orange tier to the yellow tier in the areas of suspension rates for all students

LCAP Goal

Basis for this Goal

Based on 2019 data from CA dashboard regarding suspension rates.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2019 CA dashboard for suspension rates at Turner Academy	Based on the 2019 CA dashboard, Turner Academy is in the orange tier for suspension rates for all students	Turner Academy will move into the yellow tier in the area of suspension rates for all students

Planned Strategies/Activities

Strategy/Activity 1

Staff will analyze behavioral management techniques in their classrooms, collaborate with other staff to meet behavioral needs of Turner Academy students

Students to be Served by this Strategy/Activity

All students

Timeline

August 2020-June 2021

Person(s) Responsible

Principal and classroom teachers

Proposed Expenditures for this Strategy/Activity

Description

staff collaboration and revision of behavior plans as needed per the IEPs

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	10,952.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	10,952.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I: Parent Involvement	199.00	0.00
Title I	10,952.00	


Expenditures by Funding Source


Funding Source
Title I
Title I: Parent Involvement


Amount
10,753.00
199.00

Preliminary Plan

Final Plan

 10/26/2020 07:15 pm
Principal *Date*

 10/27/2020 12:00 am
SSC Chairperson *Date*

 10/27/2020 12:15 pm
Program Manager *Date*

Principal *Date*

SSC Chairperson *Date*

Program Manager *Date*

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
4300 Materials	Title I	7,753.00
5800 Prof and Operating/Consultants	Title I	2,000.00
5872 Field Trips	Title I	1,000.00
4300 Materials	Title I: Parent Involvement	199.00

FORM D: School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

Name of Members	Role
Robin Suttle	Principal
Derric Hughes	Classroom Teacher
Alexis Martinez	Classroom Teacher
Jennica Frisk	Classroom Teacher
Sara Walters	Other School Staff
Denise Reinken	Parent or Community Member
Ashley Dodero	Parent or Community Member
Kimberly Ivy	Parent or Community Member
Debra Parenti	Parent or Community Member
Jessica Anderson	Parent or Community Member

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

FORM E: Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 11/17/2020.

Attested:

Preliminary Plan

Final Plan

10/26/2020 07:30 pm

Principal

Date

Principal

Date

10/27/2020 11:00 am

SSC Chairperson

Date

SSC Chairperson

Date

10/27/2020 12:00 am

Program Manager

Date

Program Manager

Date