

Turner Elementary

10621666006068

Principal's Name: Lisa McDannel

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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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 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.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

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 re-written 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 - Lisa McDannel	X				
2. Chairperson – Nicole Armas		X			
3. Blanca Arias				X	
4. Edith Elizondo		X			
5. Gladis Fernandez				X	
6. Jonathan Fuchs		X			
7. Rachel Mendoza				X	
8. Marissa Padilla			X		
9. Marybel Svigos		X			
10. Rita Villa				X	
11.					
12.					
13.					
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: Turner Elementary			
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	Lisa McDannel		March 21, 2024
SSC Chairperson	Nicole Armas		March 21, 2024

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
 - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
 - School site/team works to complete a root cause analysis and determine areas of focus.
 - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
 - CSI Designee(s) assigned to school site to support CCI data monitoring.
 - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book(s)
 - i-Ready Teacher Toolbox (supporting differentiate instruction)
 - Restorative Practices New/Refresher Course(s)

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

FY 2024/25

Turner - 0460

ON-SITE ALLOCATION

3010	Title I	\$73,035	*
7090	LCFF Supplemental & Concentration	\$228,774	
7091	LCFF for English Learners	\$50,976	
3182	Comprehensive Support and Improvement	\$165,546	**

TOTAL 2024/25 ON-SITE ALLOCATION

\$518,331

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,164
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Remaining Title I funds are at the discretion of the School Site Council	\$70,871
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Total Title I Allocation	<u>\$73,035</u>
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January 24, 2024

Updated February 21, 2024

Turner Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		42.9 %	2023-2024	47.9 %
SBAC ELA - Average distance from standard	✓	69 pts	-79.6 pts	2023-2024	64.6 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-91.2 pts	2023-2024	76.2 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-91.7 pts	2023-2024	76.7 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-80.7 pts	2023-2024	65.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	26.48 %	22.5 %	2023-2024	27.5 %
SBAC Math - Average distance from standard	✓	87 pts	-81.4 pts	2023-2024	66.4 pts
SBAC Math - Average distance from standard (English Learner)	✓		-106.1 pts	2023-2024	91.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	17.33 %	23.5 %	2023-2024	28.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

ELPI - percentage of students who improved at least one ELPI level (English Learner)

New goal for 2024-2025 school year. Turner focused on Tier II instruction in ELD throughout the year in the Response to Intervention model. The effectiveness in achieving the expected outcome of growing one level of growth in the Summative ELPAC in 2023 for ELPI students was 40.7%, as opposed to 59.3% of this student population not making growth from the Summative ELPAC Assessment in 2022.

Turners planned actions in 2024-2025 will be:

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

ELPI - percentage of students who improved at least one ELPI level (English Learner)

Turner has faced challenges specific to improving ELPI. This year, Turner was unable to consistently fund support for ELs in developing language acquisition and academic vocabulary in preparation for ELPAC. Additionally, Turner has had low attendance at many parent engagement meetings regarding the ELPAC assessment and its importance to their student's educational pathway.

SBAC ELA - Average Distance from Standard

- **Targeted instruction:** focus on language development in context, using materials that are relevant and engaging
- **Language-rich environment:** classrooms with opportunities for students to practice speaking, listening, reading, and writing in English
- **Small group instruction:** target specific language skills and provide more personalized support for students.
- **Professional development:** help teachers understand ELPI and effective strategies for supporting English Language Learners
- **Increase parental involvement:** involve parents and families in supporting ELPI achievement by providing resources and opportunities for them to be involved in their child's education.

SBAC ELA - Average Distance from Standard

Turner focused on rigorous Tier I instruction in ELA and ELD throughout the year, specifically focusing on teacher clarity and student writing, with open and ongoing conversation between Administration and Teachers to make high-leverage moves to further improve instruction. The effectiveness in achieving the expected outcome in the 2023 SBAC scores is related to the comparison in i-Ready Reading D2 scores from 2023 to 2024. Site-wide, Turner has seen growth in all identified subcategories (All Students, English Learners, Hispanic, Socioeconomically Disadvantaged) from 2023 to 2024 in i-Ready's D2 metrics.

Subcategory	2023 D2 i-Ready	2024 D2 i-Ready	Difference
All Students	22.8%	30.1%	+7.3%
English Learner	11.1%	12.2%	+1.1%
Hispanic	20.5%	27.1%	+6.6%
Socioeconomically Disadvantaged	23.0%	30.4%	+7.4%

SBAC ELA - Average Distance from Standard (English Learners)

Turner focused on rigorous Tier I instruction in ELA and ELD throughout the year, specifically focusing on teacher clarity and student writing, with open and ongoing conversation between Administration and Teachers to practice a cycle of continuous improvement in best first teaching practices. The effectiveness in achieving the expected outcome in i-Ready D2 Reading 2024 for EL students was 12.2%, as compared to all Turner students at 30.1% on or above grade level (-17.9). The typical growth for EL students was 60.2%, as compared to all Turner students at 59.6% from D1 to D2 (+0.6). Typical stretch growth from D1 to D2 was 42.9% for EL students, as compared to 45.8% for all Turner students (-2.9). The percentage of EL students On or Above Grade Level grew 1.1 points, from 11.1% On or Above Grade Level in 2023 to 12.2% On or Above Grade Level in 2024. The percentage of EL students meeting typical growth in i-Ready D2 Reading grew 3.2 points, from 57.3% in 2023 to 60.2% in 2024. The percentage of EL students meeting stretch growth in the second diagnostic grew 7.9 points, from 35.0% in 2023 to 42.9% in 2024.

SBAC ELA - Average distance from standard (Hispanic)

Turner focused on rigorous Tier I instruction in ELA and ELD throughout the year, specifically focusing on teacher clarity and student writing, with open and ongoing conversation between Administration and Teachers to practice a cycle of continuous improvement in best first teaching practices. The effectiveness in achieving the expected outcome in i-Ready D2 Reading 2024 for Hispanic students was 27.1%, as compared to all Turner students at 30.1% on or above grade level (-3.0). The typical growth for Hispanic students was 59.2%, as compared to all Turner students at 59.6% from D1 to D2 (-0.4). Typical stretch growth from D1 to D2 was 43.7% for Hispanic students, as compared to 45.8% for all Turner students (-2.1).

In comparing i-Ready D3 assessment scores to SBAC scores, there was a six percentage point disparity between the projected SBAC score with the actual state test result. In researching the data, it was determined that many students lacked stamina in writing, a large component of SBAC, which negatively impacted the overall results of ELA SBAC.

SBAC ELA - Average Distance from Standard (English Learners)

Turner's EL student subgroup has a 12.2% on grade level rate in ELA as compared to the site, which has a rate of 30.1% on grade level for ELA. There was a disproportionality in our EL subgroup as compared to the overall site in the movement toward grade level; therefore, this subgroup continues to be a focus for our site. Attendance and rigor are significant barriers for our EL subgroup. Additionally, a lack of foundational reading skills in phonics and phonemic awareness impedes reading at rigorous levels.

SBAC ELA - Average Distance from Standard (Hispanic)

Turner's Hispanic student subgroup has a 27.1% on grade level rate in ELA as compared to the site, which has a rate of 30.1% on grade level for ELA. There was a disproportionality in our Hispanic subgroup as compared to the overall site in movement toward grade level; therefore, this subgroup continues to be a focus for our site. Attendance is a significant barrier for our Hispanic subgroup. Additionally, a lack of foundational reading skills in phonics and phonemic awareness impedes reading at rigorous levels.

SBAC ELA - Average Distance from Standard (Socioeconomically Disadvantaged)

Turner's SED student subgroup has a 30.4% on grade level rate in ELA as compared to the site, which has a rate of 30.1% on grade level for ELA. There was minimal disproportionality in our SED subgroup as compared to the overall site in the movement toward grade level; however, this subgroup will continue to be a focus for our site to ensure this subgroup continues growing at the same pace as the school site.

SBAC ELA Meet/Exceed, sitewide

Turner will use the previous year's data to continue focusing on identified students in lower-performing subgroups, which have led to significant gaps in learning as compared to the general student population. At Turner, we seek to support the whole child and have developed a multi-tiered system of approach to support our targeted subgroups. We continue to work with students in academics at all tier levels in the classroom and provide additional academic support to students in our subgroups when it is identified. Our Targeted Supports Team (TST) supports our students in need of additional support in SEL and academics.

SBAC Math - Average Distance from Standard

In comparing i-Ready D3 assessment scores to SBAC scores, there was a two percentage point increase between the projected SBAC score with the actual state test result. In researching the data, it was determined that many students have improved their foundational math skillset, due to a sitewide daily commitment to utilize the online platform Reflex Math. This commitment demonstrated the students' need to improve foundational math knowledge and significant improvement was made in proficiency between the 2022 and 2023 scores.

SBAC Math - Average Distance from Standard (English Learner)

Turner's EL student subgroup has a 7.2% on grade level rate in MATH as compared to the site, which has a rate of 18.9% on grade level for MATH. There was a disproportionality in our EL subgroup as compared to the overall site in the movement toward grade level; therefore, this subgroup continues to be a focus for our site. Attendance and rigor are significant barriers for our EL subgroup. Additionally, a lack of foundational mathematical skills and conceptual understanding of concepts impedes learning at rigorous levels.

SBAC MATH Meet/Exceed, sitewide

Turner will use the previous year's data to continue focusing on identified students in lower-performing subgroups, which have led to significant gaps in learning as compared to the general student population. At Turner, we seek to support the whole child and have developed a multi-tiered system of approach to support

The percentage of Hispanic students On or Above Grade Level grew 6.6 points, from 20.5% On or Above Grade Level in 2023 to 27.1% On or Above Grade Level in 2024. The percentage of Hispanic students meeting typical growth in i-Ready D2 Reading decreased 2.3 points, from 56.9% in 2023 to 59.2% in 2024. The percentage of Hispanic students meeting stretch growth in the second diagnostic grew 2.2 points, from 41.5% in 2023 to 43.7% in 2024.

SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)

Turner focused on rigorous Tier I instruction in ELA and ELD throughout the year, specifically focusing on teacher clarity and student writing, with open and ongoing conversation between Administration and Teachers to practice a cycle of continuous improvement in best first teaching practices. The effectiveness in achieving the expected outcome in i-Ready D2 Reading 2024 for SED students was 30.4%, as compared to all Turner students at 30.1% on or above grade level (+0.3). The typical growth for SED students was 62.1%, as compared to all Turner students at 59.6% from D1 to D2 (+2.5). Typical stretch growth from D1 to D2 was 47.6% for SED students, as compared to 45.8% for all Turner students (+1.8). The percentage of SED students On or Above Grade Level grew 7.4 points, from 23.0% On or Above Grade Level in 2023 to 30.4% On or Above Grade Level in 2024. The percentage of SED students meeting typical growth in i-Ready D2 Reading grew 5.2 points, from 56.9% in 2023 to 62.1% in 2024. The percentage of SED students meeting stretch growth in the second diagnostic grew 6.1 points, from 41.5% in 2023 to 47.6% in 2024.

SBAC ELA Meet/Exceeded, sitewide

Turner's percentage of students who met or exceeded standards was 22.5% in the 2023 ELA SBAC. The average Distance from Standard was -80 according to the 2023 ELA SBAC scoring. We will continue to focus on Tier I instruction in ELA throughout the school year to support all students in the classroom and continue to improve our Tier II instruction using our current Response to Intervention model. Additionally, Turner will closely collaborate with the McLane Region's elementary school to share in best instructional and intervention practices, focusing specifically on improving foundational reading practices in Preschool through first grade.

SBAC Math - Average Distance from Standard

Turner focused on rigorous Tier I instruction in math throughout the year, specifically focusing on teacher clarity and student engagement using the Math Lesson Design Model, with open and ongoing conversation between Administration and Teachers. The effectiveness in achieving the expected outcome in the 2023 SBAC scores is related to the comparison of i-Ready Reading D2 scores from 2023 to 2024. Site-wide, Turner has seen growth in all identified subcategories (All Students and English Learner) from 2023 to 2024 in i-Ready's D2 metrics.

Subcategory	2023 i-Ready D2	2024 i-Ready D2	Difference
All Students	14.3%	18.9%	+4.6%
English Learner	6.0%	7.2%	+1.2%

SBAC Math - Average Distance from Standard (English Learner)

Turner focused on rigorous Tier I instruction in Math throughout the year, specifically focusing on teacher clarity and student engagement using the Math Lesson Design model, with open and ongoing conversation between Administration and Teachers to practice a cycle of continuous improvement in best first teaching practices. The effectiveness in achieving the expected outcome in i-Ready D2 Math 2024 for EL students was 7.2%, as compared to all Turner students at 18.9% on or above grade level (-). The typical growth for EL students was 54.6%, as compared to all Turner students at 58.3% from D1 to D2 (+). Typical stretch growth from D1 to D2 was 42.3% for EL students, as compared to 44.8% for all Turner students (-). The percentage of EL students On or Above Grade Level grew 1.2 points, from 6.0% On or Above Grade Level in 2023 to 7.2% in 2024.

our targeted subgroups. We continue to work with students in academics at all tier levels in the classroom and provide additional academic support to students in our subgroups when it is identified. Our Targeted Supports Team (TST) supports our students in need of additional support in SEL and academics

On or Above Grade Level in 2024. The percentage of EL students meeting typical growth in i-ReadyD2 Reading grew 5.5 points, from 49.1% in 2023 to 54.6% in 2024. The percentage of EL students meeting stretch growth in the second diagnostic grew 10.4 points, from 31.9% in 2023 to 42.3% in 2024.

SBAC MATH Met/Exceeded, sitewide

Turner's percentage of students who met or exceeded standards was 23.5%. The average Distance from Standard was -81 according to 2022-2023 SBAC (MATH). We will continue to focus on Tier I instruction in MATH throughout the school year to support all students in the classroom, through professional development, meeting regularly with grade level PLCs, and receiving high-leveraged feedback from Admin, as well as continuing to build student engagement with the Math Lesson Design model.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Turner did not have any major differences between intended and actual implementation of actions and budget expenditures to meet our goals in the 2023-2024 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Supervisor and/or CSI Manager provided to the site to support change management and inclusive process in the development of the site goals, actions, and outcomes:
 - Turner will identify problems of practice, actions, and metrics as part of the site leader's 6–8-week plan
 - Using improvement science, Turner will monitor SPSA actions and outcomes to identify additional needs.
 - CSI Manager from the district office will be assigned to the school site to support SPSA actions.
- Potential resources provided to CSI sites to best meet the needs of Turner based upon CSI metrics.
- Professional learning offerings for site leaders and teachers focused on CSI-identified student groups.
- We will continue our partnership with Teaching Fellows to focus on foundational reading skills and promoting English language development during a designated RTI time (G1A1, G1A3)
- Hire a Certificated Tutor to support and provide intensive targeted interventions for Tier II and III students, as well as analyze assessment data to measure the effectiveness of the intervention strategies
- Continue professional development on ELD-focused RTI skill-building for teachers (G1A3)
- Continue the Cycle of Continuous Improvement through the PLCs using the Five Guiding Questions from PLC+ (G4A1)
- Third through sixth-grade teachers will continue collaborating with SWUN's Math coach around Math Lesson Design (MLD) through cycles of continuous improvement (G1A2, G4A1)
- Teachers are using various forms of data to identify individual student needs in reading and math (G1A1, G1A2, G1A3)
- Teachers in all grade levels at Turner will continue to meet with Admin to goal set around FSA, i-Ready, and SBAC scores (G1A1, G1A2, G1A3)
- Teachers will access online platforms for ELA and Math GVCs to better inform the next steps in core instruction (G1A1, G1A2, G1A3)
- Teachers will individualize learning opportunities for students using the following online platforms: i-Ready, Reflex Math and Frax, Ooka Island and Scholastic WORD (G1A3)
- Teachers in California State testing grades will utilize EdCite and CAASPP websites to support student learning SBAC testing process, focusing on stamina and test-taking strategies (G1A2)
- Increase recruitment and retention of highly qualified staff to reflect the diversity of our Turner community by creating a safe and inclusive school climate that promotes relationships, collaboration, and diversity (G4A1)

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

1

SSC - (Teacher/Staff, Parents, and Secondary Students).

We communicated regularly with the School Site Council, meeting once a quarter to obtain information from all stakeholders in our academic and SEL progress toward the attainment of our goals. Turner's SSC gave feedback before writing the 2024-2025 SPSA on February 14, 2024. School Site Council's top five ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):

- Additional Resource Counseling Assistant: 4.8
- Student incentives: 4.7
- Adding additional Visual and Performing Arts programs: 4.7
- Professional Learning Opportunities (ELA, ELD, and Math): 4.6
- Substitutes for SST, IEP, and PLC planning days: 4.5

2

ELAC:

ELAC members gave feedback after writing the 2024-2025 SPSA on February 29, 2024. ELAC input centered around additional academic and social-emotional supports for students.

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

The Staff shared feedback on adjustments to 2024-2025 SPSA via PLCs, where members completed a Needs Assessment and request to Admin on February 27, 2024. The Staff's top five ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):

- Substitutes for SST, IEP, and PLC planning days: 4.7
- Continuing partnership with Teaching Fellows: 4.5
- Additional Resource Counseling Assistant: 4.5
- Materials & Supplies to support instruction (including online platforms): 4.4
- Additional certificated support (Certificated Tutor, Academic Coach, etc.): 4.2

Action 1

Title: Literacy and Language Development (Preschool – 6th grade)

Action Details:

Turner Elementary will ensure that all students receive a rigorous and balanced literacy program, engaging them in a culture of learning with high expectations where they progress and meet grade-level standards from preschool through sixth grade.

Kindergarten-6th grade PLCs will utilize the GVC *Wonders* to plan and implement school-wide Tier I instruction. Kindergarten through 5th grade will utilize i-Ready's reading intervention program *Magnetic Reading* to support each student at their reading level, based on a variety of data collection to support appropriate intervention placement levels.

The focus of ELA instruction in each Professional Learning Community (PLC) work in grades TK-6th grade will address the Five Guiding Questions provided in *PLC+*, written by Douglas Fischer, Nancy Frey, and John Almarode. PLCs will use the following questions in developing lesson plans and units of study:

1. Where are we going?
2. Where are we now?
3. How do we move learning forward?
4. What did we learn today?
5. Who benefitted and who did not benefit?

PLCs will enmesh their continuing focus on teacher clarity with the *PLC+* Five Guiding Questions, further strengthening student learning in ELA. PLCs will use various data resources to support their decisions in making the best next steps for extension and reteaching opportunities to support student learning. Data findings will be shared with Administration in bi-annual data chats, and teachers will hold regular data chats with their students throughout the school year to ensure students understand their current academic placement, thereby increasing student buy-in to the learning process.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Preschool - Second Grade Early Literacy Plan:

Data reviewed for all students in the area of English Language Arts and English Language Development will focus on Foundational Reading Skills in grades Preschool-Second Grade. Data used to monitor all student progress in this grade span will include:

- DRDP three times a year for Preschool
- TK-FSA three times a year for Transitional Kindergarten
- FSA three times a year and BAS (second semester) for Kindergarten
- BAS, BPST, and Fluency three times a year for grades 1-3
 - Students receiving intensive RTI services will be assessed more frequently
- i-Ready diagnostic assessment scores three times a year for all grade levels
- Designated, differentiated reading intervention four days a week for 40 minutes (grades 1-2) in quarter-long cycles
- Informal classroom observations, providing high-leverage feedback to support instruction
- Student/Teacher goal setting and monitoring (TK-2nd grade)
 - Teacher will meet with all students at the beginning of the school year to goal set
 - Teacher will meet regularly with students to provide feedback on academic growth, following district assessments (FSA, i-Ready)
- Teacher/Admin data chats and goal-setting
 - Teacher will identify 6-8 focus students based on the previous year's data, including EL, Hispanic, SED, and SWD students.
- Classroom walkthroughs, observations, feedback
 - Admin will employ engagement and teacher clarity continuum to provide feedback and solicit thought exchange
- *Wonders* weekly, quarterly, and End-of-Unit Assessment
- Bi-monthly TST meetings for identified Tier II students

Owner(s):

- Teachers
- Academic Coaches
- Instructional Lead Team
- PLC Teams
- Paraprofessional Instructional Assistants
- Teaching Fellows
- Certificated Tutor
- Administration
- Targeted Supports Team
 - Administration
 - Resource Teacher
 - School Psychologist
 - Home School Liaison
 - Intervention Specialist
 - Resource Counseling Assistant

Timeline:

- Ongoing
- Ongoing
- Monthly
- Weekly
- Daily
- Daily
- Ongoing
- Twice monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Third - Sixth Grade Literacy Plan:

Data reviewed for all students in the area of English Language Arts and English Language Development will focus on Claims and Targets in grades 3-6. Data used to monitor all student progress in this grade span will include:

- FIAB, IAB, and/or ICA administration for grades 3-6
- SBAC one time a year for grades 3-6
- i-Ready diagnostic assessment scores three times a year for all grade levels
- Designated, differentiated reading intervention four days a week for 40 minutes (grades 3-6) in quarter-long cycles
- Informal classroom observations, providing high-leverage feedback to support instruction
- Student/Teacher goal setting and monitoring (grades 3-6)
 - Teacher will meet with all students at the beginning of the school year to goal set
 - Teacher will meet regularly with students to provide feedback on academic growth, following district assessments (i-Ready, FIAB, IAB, ICA)
- Teacher/Admin data chats and goal-setting
 - Teacher will identify 6-8 focus students based on the previous year's data, including EL, Hispanic, SED, and SWD students.
- Classroom walkthroughs, observations, feedback
 - Admin will employ engagement and teacher clarity spectrum to provide feedback and solicit thought exchange
- Wonders weekly, quarterly, and End-of-Unit Assessment
- Bi-monthly TST meetings for identified Tier II students

Owner(s):

- Teachers
- Academic Coaches
- Instructional Lead Team
- PLC Teams
- Paraprofessional Instructional Assistants
- Teaching Fellows
- Certificated Tutor
- Targeted Supports Team
 - Administration
 - Home School Liaison
 - Resource Teacher
 - School Psychologist
 - Intervention Specialist
 - Resource Counseling Assistant

Timeline:

- Ongoing
- Ongoing
- Monthly
- Weekly
- Daily
- Daily
- Ongoing
- Twice monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Tier II Intervention: TST (Targeted Supports Team)

- Work collaboratively with TST in designing and implementing interventions and supports, data collection, and progress monitoring. Data may include, but is not limited to:
 - FSA
 - BAS
 - Fluency (reading and math)
 - BPST
 - i-Ready (reading and math)
 - ELPAC
 - SBAC (ELA and Math)
 - Attendance rates (current and historical)
 - Misbehavior entries (current and historical)
 - Suspension entries (current and historical)
- Team meets twice a month to identify targeted support, based on each student's needs and the teacher's/staff's request for support.
- Team develops student intervention plans using the least restrictive accommodation prior to meeting with Student Study Team

Owner(s):

- Admin
- Intervention Specialist
- Resource Teacher
- Resource Counseling Assistant
- Psychologist
- Speech & Language Pathologist
- Home School Liaison

Timeline:

- Bi-Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

School Personnel

- Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, Comprehension, and Foundational Skills (Kinder-3rd Grades) via a push-in model
- Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, and Comprehension (4th-6th Grades) via a pull-out model
- Resource Teacher to support Academic Response to Intervention (Tier III) in Reading, Writing, and Comprehension (PS-6th Grades) via a pull-out and push-in model
- Certificated Tutor to support Academic Response to Intervention (Tier II and Tier III) in Reading, Writing, and Comprehension (1st-6th Grades) via a pull-out model
- Academic Coach to provide training to Teaching Fellows, and monitor progress of Response to Intervention
- Second Academic Coach to push into classrooms to support writing instruction for teachers and students
- Supplementary contracts for Certificated and Classified staff for after-school tutoring, focusing on student Newcomers
- Additional Teaching Fellow to support Newcomers and other identified English learners in After School Program through an academic rotational cycle
- Substitutes for SST and IEP meetings and Professional Learning Opportunities
- Substitutes for PLC planning and/or peer observations
- Academic Coaches to support RTI program through training and classroom support for teachers and Teaching Fellows
- Targeted Supports Team to support student concerns as delineated by teacher, SEL staff or HSL (academics, social-emotional, or attendance)

Resources, Materials, and Supplies

- ELA Guaranteed and Viable Curriculum Resources and Materials
- Other materials and supplies that support instruction, including graphics & technology/equipment
 - *Magnetic Reading* curriculum
 - Scholastic Ooka Island and W.O.R.D.
- Materials and supplies to support parent participation
- Direct Maintenance and Repairs
- Incentives and special events to motivate and reward students
- Professional Learning Materials for English Language Arts Professional Learning Opportunities
- Formal Orton Gillingham training for all teachers, grades Kinder-2, using regional literacy funding

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

The English Learner student population is performing at the lowest level in English Language Arts on SBAC. This subgroup is 91.2 points below standard and the score declined by 10 points from 2022 SBAC results. In 2023, 59.3% (51 students) of the English learner population did not make growth in the summative ELPAC assessment.

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

Turner will be focusing on building foundational literacy from TK-2nd grade. With Title I and CSI funding, Turner is committed to hiring and training nine Teaching Fellows to support and expand the current RTI program. The McLane Literacy Plan will supplement the Teaching Fellow population with three additional Teaching Fellows, providing highly trained personnel to push into all classrooms (K-6th grade) to support student literacy. Title I and CSI funding will further support our English Learners by providing intensive after-school support with an additional Teaching Fellow and an After School Para using a combination of one-to-one tutoring and the online platforms Lexia, Ooka Island, and Scholastic W.O.R.D.

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

Turner will continue the Regional Focus on the Teaching and Learning Cycle, of which professional development is provided to the Lead Teachers and Regional ILT, and continued at the site's Lead Teacher meetings. Literacy focus is differentiated between two grade spans:

- K-2nd - literacy
- 3rd-6th - writing

Within these grade spans, PLCs and support staff will focus their efforts on (but not limited to):

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The following student groups performed at the lowest levels in ELA SBAC scores in spring 2023:

- English Learners: the population performed 91.2 points below standard, a decline of 10 points from 2022.
- Hispanic: the population performed 91.7 points below standard, a decline of 3.2 points from 2022.
- Socioeconomically Disadvantaged: the population performed 80.7 points below standard, and statistically maintained their position from 2022.

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

Turner will be focusing on building foundational literacy from TK-2nd grade. With Title I and CSI funding, Turner is committed to hiring and training nine Teaching Fellows to support and expand the current RTI program and will provide additional support to the English Learner population. The McLane Literacy Plan will supplement the Teaching Fellow population with three additional Teaching Fellows, providing highly trained personnel to push into all classrooms TK-6th grade to support student literacy. Additionally, Turner will commit funds to hire a Certificated Tutor, who will work in tandem with the Resource Teacher to provide intensive reading services to Tier II and III students during RTI.

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

Using 7091 funding, Turner will support English Learners with additional learning time to focus on building academic language skills in the After School Program. Turner will use these funds (with additional Title I funds to

- Designated ELD Time, integrated into a protected daily timeframe in the daily schedule during RTI time for every grade level.
- Daily support from Teaching Fellows during designated RTI and ELD time
- Academic discourse to assist English learners in developing critical English language skills necessary for academic content learning in English.
- Deconstruction of ELD Standards
- Specific EL strategies, such as visual supports and anchor charts to support instruction
- HSL (Home School Liaison) and Community Liaison to support and communicate with parents
- ELPAC Assessors
- Quarterly EL Learner progress monitoring
- Turner TST will support identified students with targeted support to increase academic motivation and growth.
- District-funded HSL (Home School Liaison), IS (Intervention Specialist), and site-funded RCA (Resource Counseling Assistant) will communicate with families of target students to support families in improving attendance and communicate support networks provided by the District and the school site

satisfy the remainder of the contract) to hire a Teaching Fellow to support the learning of this student group. Additionally, Turner will fund the annual Redesignation Dinner, create POs for parent involvement meetings, and provide additional funding for classified staff serving as interpreters during meetings.

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

Based on Turner's recent data, the following actions will be taken to address the specific needs of our targeted groups [English Learner (EL), Hispanic, and Socio-Economically Disadvantaged (SED)]:

- Foundational reading skills reading instruction will remain a focus for grades Kinder-2nd grades, as aligned through the district GVC *Wonders*
- Targeted grade level RTI supports for students with Tier II and III needs in reading
 - Teachers will continue to receive training in various reading interventions and foundational skills instruction to support grade-level RTI in the classrooms
 - Regionally supported BAS training for all teachers
 - Regionally supported Orton Gillingham training for teachers in Kinder- second grades
 - Teaching Fellows will receive training in various reading assessments and foundational skills support from the Academic Coach to support appropriate reading intervention in the classrooms
- After-school tutoring opportunities will be offered to selected EL, Hispanic, and SED students
 - The identified EL group that will receive initial and most focused attention will be Turner's 5th- and 6th-grade students identified as Long Term English Learners (LTELs)
- Purchase licensing for Scholastic's Ooka Island and W.O.R.D. for additional differentiation opportunities
- Turner TST will support identified students with targeted support to increase academic motivation and growth.
- District-funded HSL (Home School Liaison), IS (Intervention Specialist), and site-funded RCA (Resource Counseling Assistant) will communicate with families of target students to support families in improving attendance to increase academic exposure

Action 2

Title: Mathematics (Preschool-6th Grade)

[Action Details:](#)

Turner will implement a comprehensive and balanced Mathematics instructional program with an emphasis on daily targeted and differentiated instruction, ensuring students in grades Kinder-6th will grow one-grade level or beyond in math proficiency.

Kinder-6th grade PLCs will utilize the GVC *GoMath* to plan and implement school-wide Tier I instruction. Grades 3 through 6 will utilize SWUN's Math Lesson Design program to ensure student engagement continues.

The focus of Math instruction and PLC work in grades TK-6th grade will address the Five Guiding Questions provided in *PLC+*, by Douglas Fischer, Nancy Frey, and John Almarode. PLCs will use the following questions in developing lesson plans and units of study.

1. Where are we going?
2. Where are we now?
3. How do we move learning forward?
4. What did we learn today?
5. Who benefitted and who did not benefit?

PLCs will enmesh their continuing focus on teacher clarity with the *PLC+* Five Guiding Questions, further strengthening student learning in Math. PLCs will use various data resources to support their decisions in making the best next steps for extension and reteaching opportunities in support of student learning. Data findings will be shared with Administration in bi-annual data chats, and teachers will hold regular data chats with their students to ensure students understand their current academic placement and thereby increasing student buy-in to the learning process.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Data reviewed for all students at Turner in the area of Mathematics will focus on the following:

- i-Ready diagnostic assessment scores three times a year (all grades)
- TK-FSA
- Foundational Skills Assessment (FSA), Kinder
- SBAC results (grades 3-6, classroom and sitewide)
- GoMath weekly and End-of-Chapter Assessments
- Grade Level Common Formative Assessments (IAB's/FIAB's), grades 3-6
- Teacher/Admin data chats and goal setting
 - Teacher will identify 6-8 focus students based on the previous year's data, including EL, Hispanic, SED, and SWD students.
- Informal classroom observations, providing high-leverage feedback to support instruction
- Classroom walkthroughs, observations, and feedback data shared with ILT
- i-Ready personalized lessons (all grades)
- Reflex Math and Frax to build math fluency (grades 1-6)
- Monthly TST meetings for identified Tier II students

Details: Explain the data which will specifically monitor progress toward each indicator target

Tier II Intervention: TST (Targeted Supports Team)

- Work collaboratively with TST in designing and implementing interventions and supports, data collection, and progress monitoring. Data may include, but is not limited to:
 - FSA
 - BAS
 - Fluency (reading and math)
 - BPST
 - i-Ready (reading and math)
 - ELPAC
 - SBAC (ELA and Math)
 - Attendance rates (current and historical)
 - Misbehavior entries (current and historical)
 - Suspension entries (current and historical)
- Team meets twice a month to identify targeted support, based on each student's needs and the teacher's/staff's request for support.
- Team develops student intervention plans using the least restrictive accommodation prior to meeting with Student Study Team

Owner(s):

- Teachers
- Students
- PLC Teams
- Academic Teacher
- Paraprofessional Instructional Assistants
- Teaching Fellows
- Certificated Tutor
- Targeted Support Team
 - Administration
 - Resource Specialist
 - School Psychologist
 - Home School Liaison
 - Intervention Specialist
 - Resource Counseling Assistant

Timeline:

- Daily/weekly on-going CFAs (benchmarks including FIABs/IABs as scheduled with Grade Level Scope and Sequence)
- GoMath Weekly, Quarterly, and End-of-Chapter Assessments
- FSA Benchmarks Results
- iReady Assessment Interval
- Mathematics IPG (ongoing)
- Smarter Balance Resources (ongoing)
- SBAC (yearly)
- Professional Learning in Mathematics (MLD, grades 5 & 6)

Owner(s):

- Admin
- Intervention Specialist
- RSP Teacher
- Resource Counseling Assistant
- Psychologist
- SLP

Timeline:

- Bi-monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

School Personnel

- Supplementary contracts for Certificated and Classified (Tutoring)
- Substitutes for monthly Student Study Team meetings and IEP meetings
- Substitutes for teacher planning, collaboration, and/or peer observations
- Academic Coaches to provide Instructional Coaching Cycles for Kindergarten-6th Grades (Plan, Co-teach, Teach, Reflect)
- Grades 3-6 will continue Math Lesson Design (MLD) model, using GoMath and SWJN materials to support instruction and increase student engagement

Resources, Materials, and Supplies

- Other materials and supplies that support instruction, including graphics, technology/equipment, and other supplies to support instruction and intervention program needs
- Direct Maintenance and Repairs
- Mathematics Guaranteed and Viable Curriculum Resources and Materials
- Incentives to motivate and reward students
- Materials and supplies for parent participation
- Online resources and subscriptions (Reflex Math and Frax)
- Materials and supplies for professional learning

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Turner will continue to support the English Learner student population, who is performing at the lowest level in areas of math, scoring 106.1 points below standard, and sustained their DFS from 2022.

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

Turner has committed Title I and CSI funding to hire highly qualified Teaching Fellows to support the English Learner student group, who will receive additional after-school support in language acquisition, reading, and writing skills to increase this population's academic vocabulary.

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

Turner provides specific and designated ELD time during RTI, which focuses on developing academic language acquisition.

- Designated ELD Time integrated into a protected daily timeframe in the daily schedule for every grade level.
- Academic discourse to assist English Learners in developing critical English language skills necessary for academic content learning in English.
- Small group instruction or smart grouping
- Visual supports
- Support from Teaching Fellows
- Home School Liaison and Community Liaison to support and communicate with parents
- ELPAC Assessors
- Quarterly EL Learner progress monitoring
- Teacher/Student data chats

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The following student groups performed at the lowest levels in Math SBAC scores:

- English Learners: the population performed 106.1 points below standard, and statistically maintained their position from 2022.

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

Using Title I, CSI, and Equity Multiplier Funds, Turner will purchase licensing rights to the following programs to support differentiated instruction opportunities within designated math instructional time:

- Reflex Math/Frax
- SWJN Math Lesson Design program

Additionally, Turner has committed Title I and CSI funding to hire highly qualified Teaching Fellows to support the English Learner student group, who will receive additional after-school support in language acquisition, reading, and writing skills to increase this population's academic vocabulary.

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

Using 7091 funding, Turner will support English Learners with additional learning time to focus on building academic language skills in the After School Program. Turner will use these funds (with additional Title I funds to satisfy the remainder of the contract) to hire a Teaching Fellow to support the learning of this student group. Additionally, Turner will fund the annual Redesignation Dinner, create POs for parent involvement meetings, and provide additional funding for classified staff serving as interpreters during meetings.

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

To ensure this student group is supported in their learning, Turner will continue professional learning opportunities that focus on teacher clarity, improve student foundational math skills, and continue to build student engagement through the MLD Model. Additionally, English Learners will be provided a designated time in the After School Program to receive 45 minutes of additional support to improve their reading, writing, and speaking skills four days a week.

Supports for English Learners will surround language acquisition during the After School Program. Turner will fund an additional Teaching Fellow to provide intensive, small-group instruction to support English Learners in ELPAC Levels 1-3, with support from an After School Program para.

Action 3

Title: ELD Instructional RTI Plan for Kindergarten - 6th Grade

Action Details:

Turner Elementary will ensure that all students receive a rigorous and balanced literacy program, engaging them in a culture of learning with high expectations where they progress and meet grade-level standards from preschool through sixth grade. Based on each student's current reading levels, kindergarten-6th grades will engage in 40 minutes of differentiated and intensive reading instruction. Kindergarten-5th grade will utilize i-Ready's reading intervention program *Magnetic Reading* to support reading at each student's identified reading level, based on several data resources to support appropriate intervention placement levels. Teaching Fellows will be dedicated to each classroom during each grade's designated RTI timeframe to support the teacher and students in ensuring that each student receives appropriate reading instruction at their individual ability level.

Additionally, Turner will provide a dedicated Teaching Fellow to support identified English Learners in the After School Program. This Teaching Fellow will support students in accelerating their academic language and developing a greater understanding of the English language.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- ELPAC Summative Assessment
- RFEP Quarterly Monitoring
- ELPAC Progress Report
- English Learner Redesignation Goal Setting Report
- Number and percentage of Long Term English Learners (LTEL)
- FSA (Kindergarten assessment, 3 times a year)
- iReady diagnostics (Kinder-6th grade assessments, 3 times a year)
- RTI growth progression (every 6 weeks)
 - BAS/BPST/Fluency assessments
 - All Kinder students, second semester
 - All 1st-3rd students (3 times a year)
 - All 4th-6th students (as needed/desired)
 - At-risk 1st-6th students (at the end of each RTI cycle)
- Grade Level Common Formative Assessments in SBAC testing grades (IABs/FIABs)
- Data Chats with teachers
 - Teachers will identify their English Learners' needs using ELPAC, i-Ready, SBAC and any other data deemed pertinent by the teacher

Owner(s):

- Administration
- Teachers
- Instructional Leadership Team
- Academic Coach
- Administration
- Teaching Fellows
- Department of EL Services
- ELD Instructional Coaches

Timeline:

- IAB Assessments (quarterly)
- i-Ready (3 per year)
- BAS, BPST, fluency (3 per year, minimum)
- SBAC (yearly, grades 3-6)
- Common Formative Assessments (ongoing)
- ELPAC (yearly)
- Kindergarten Assessment Data (3 per year)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

School Personnel

- Teachers will integrate California ELA/ELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language development
- EL students will receive targeted instruction aligned to the California ELA/ELD Standards daily through integrated and designated ELD/RTI time
- Teachers will use ELD standards to support EL students at their level during RTI time, using leveled readers, sound spell cards, and California ELD standards
- ELPAC Assessors (funding for district and/or site supplemental contracts)
- Afterschool Teaching Fellows split funded by the After School Program and Turner, to support Academic Response to Intervention (Tier 2 & 3) in Speaking, Listening, Reading, Writing Domains, and Vocabulary Development/Language Acquisition, specifically to students who are ELPI-designated and Newcomers.
- Teaching Fellows to support small group classroom instruction and/or RTI (Tier 1 and Tier 2) in the development of Foundational Skills (Speaking, Reading, Writing, Vocabulary, and Comprehension)
- Home School Liaisons (Spanish)
- Supplementary contracts for Certificated and Classified (Tutoring, Language Team)
- Substitutes for monthly SST and IEP meeting days
- Substitutes for teacher planning and/or peer observations
- Site's Academic Coach to monitor the progress of RTI and to provide Instructional Coaching Cycles for Kindergarten - 6th Grades (Plan, Co-teach, Reflect)

Resources, Materials, and Supplies

- Funds to support other materials and supplies to support instruction and intervention, including graphics & technology/equipment, classroom supplies, graphics
- Direct Maintenance and Repairs
- Funds to provide incentives to motivate and reward students.
- Purchase orders to support student/parent engagement and activities
- Reclassification Dinner for students and their families.
- ELA/ELD Guaranteed and Viable Curriculum Resources and Materials
- Professional Learning materials for ELD Professional Learning Opportunities

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

The English Learner student population is performing at the lowest level in English Language Arts on SBAC. This subgroup is 91.2 points below standard and the score declined by 10 points from 2022 SBAC results. In 2023, 59.3% (51 students) of the English learner population did not make growth in the summative ELPAC assessment.

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

Turner will be focusing on building foundational literacy from TK-2nd grade. With Title I and CSI funding, Turner is committed to hiring and training nine Teaching Fellows to support and expand the current RTI program. The McLane Literacy Plan will supplement the Teaching Fellow population with three additional Teaching Fellows, providing highly trained personnel to push into all classrooms (K-6th grade) to support student literacy. Title I and CSI funding will further support our English Learners by providing intensive after-school support with an additional Teaching Fellow and an After School Para using a combination of one-to-one tutoring and the online platforms Lexia, Ooka Island, and Scholastic W.O.R.D.

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

Turner will continue the Regional Focus on the Teaching and Learning Cycle, of which professional development is provided to the Lead Teachers and Regional ILT, and continued at the site's Lead Teacher meetings. Literacy focus is differentiated between two grade spans:

- K-2nd - literacy
- 3rd-6th - writing

Within these grade spans, PLCs and support staff will focus their efforts on (but not limited to):

- Designated ELD Time, integrated into a protected daily timeframe in the daily schedule during RTI time for

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The following student groups performed at the lowest levels in English language progression:

- English Learners: 42.9% of the population made progress in the ELPAC summative exam, which decreased by 15.4% since 2022.

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

Turner will be focusing on building foundational literacy from TK-2nd grade. With Title I and CSI funding, Turner is committed to hiring and training nine Teaching Fellows to support and expand the current RTI program and will provide additional support to the English Learner population. The McLane Literacy Plan will supplement the Teaching Fellow population with three additional Teaching Fellows, providing highly trained personnel to push into all classrooms TK-6th grade to support student literacy. Additionally, Turner will commit funds to hire a Certificated Tutor, who will work in tandem with the Resource Teacher to provide intensive reading services to Tier II and III students during RTI.

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

Using 7091 funding, Turner will support English Learners with additional learning time to focus on building academic language skills in the After School Program. Turner will use these funds (with additional Title I funds to satisfy the remainder of the contract) to hire a Teaching Fellow to support the learning of this student group. Additionally, Turner will fund the annual Redesignation Dinner, create POs for parent involvement meetings, and provide additional funding for classified staff serving as interpreters during meetings.

every grade level.

- Daily support from Teaching Fellows during designated RTI and ELD time
- Academic discourse to assist English learners in developing critical English language skills necessary for academic content learning in English.
- Deconstruction of ELD Standards
- Specific EL strategies, such as visual supports and anchor charts to support instruction
- HSL (Home School Liaison) and Community Liaison to support and communicate with parents
- Building student and family engagement in redesignation via the annual Redesignation Dinner.
- Hiring ELPAC Assessors
- Quarterly EL Learner progress monitoring
- Turner TST will support identified students with targeted support to increase academic motivation and growth.
- District-funded HSL (Home School Liaison), IS (Intervention Specialist), and site-funded RCA (Resource Counseling Assistant) will communicate with families of target students to support families in improving attendance and communicate support networks provided by the District and the school site

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

Based on Turner's recent data, the following actions will be taken to address the specific needs of our targeted groups [English Learner (EL), Hispanic, and Socio-Economically Disadvantaged (SED)]:

- Foundational reading skills reading instruction will remain a focus for grades Kinder-2nd grades, as aligned through the district GVC *Wonders*
- Targeted grade level RTI supports for students with Tier II and III needs in reading
 - Teachers will continue to receive training in various reading interventions and foundational skills instruction to support grade-level RTI in the classrooms
 - Regionally supported BAS training for all teachers
 - Regionally supported Orton Gillingham training for teachers in Kinder- second grades
 - Teaching Fellows will receive training in various reading assessments and foundational skills support from the Academic Coach to support appropriate reading intervention in the classrooms
- After-school tutoring opportunities will be offered to selected EL, Hispanic, and SED students
 - The identified EL group that will receive initial and most focused attention will be Turner's 5th- and 6th-grade students identified as Long Term English Learners (LTEs)
- Purchase licensing for Scholastic's Ooka Island and W.O.R.D. for additional differentiation opportunities
- Turner TST will support identified students with targeted support to increase academic motivation and growth.
- District-funded HSL (Home School Liaison), IS (Intervention Specialist), and site-funded RCA (Resource Counseling Assistant) will communicate with families of target students to support families in improving attendance to increase academic exposure

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-3. Split with 3182 and 7091	23,900.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Swun Math : Swun Math	13,659.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			PL/PLC planning **No IEPs**	18,475.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for data chats; also supports G1A2-3 **No IEPs**	1,613.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Scholastic FIRST and WORD; also supports G1A2	4,393.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Materials and supplies to support areas of greatest need **No incentives or food**	10,890.00
G1A1	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-3. Split with 3010 and 7091	87,968.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			2x10 subs for SST/IEP	4,018.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Gimkit license; also supports G1A1-3	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies to support academics (ie, Office Depot, Amazon, Vallarta, etc.)	102,461.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and updates	100.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs (technology and site)	1,066.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics; also supports G1A1-3, G5	5,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-3. Split with 3010 and 3182	36,892.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3000	Julina Freeman 1065413. CT to support students in the greatest areas of need.	33,312.00
G1A3	ESSA-CSI	Instruction	Teacher-Subs			Sub days to support BAS testing **No IEPs**	4,838.00
G1A3	ESSA-CSI	Instruction	Teacher-Supp			Supplemental contracts for development, implementation, monitoring, and evaluation of plan improvement efforts **No IEPs**	11,769.00
G1A3	ESSA-CSI	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : Magnetic Reading: Teacher Kits and consumables	25,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to improve school climate	2,452.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,584.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Reclassification dinner, also supports G5	1,500.00

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

\$398,890.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90 %	86.4 %	2023-2024	91.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-Centered, Real-World Learning Experiences, Site-Defined

Turner has been focusing on providing real-world experiences to students through support from the College and Career Readiness Department. Students are offered unique opportunities to experience activities and attend field trips throughout Fresno to explore career options.

In the Fall Climate and Culture Survey, there was a disconnect between the student subgroup and the adult subgroups (Staff and Family) when responding to the following questions:

1. "My school teaches lessons in ways that connect to my life":

- Students: 82% favorable
- Staff: 92% favorable
- Families: 94% favorable

2. "Students at this school are prepared for life with real-world experiences":

- Students: 88% favorable
- Staff: 87% favorable
- Families: 92% favorable

Our Climate & Culture Team has focused on actions that support creating a sense of belonging at Turner. We have a schoolwide commitment using our SEL-GVC *Second Step* and will expand this program to integrate SEL-based lessons throughout the instructional day. We are also working to bring in outside vendors to bring real-world experience to our students through hands-on learning opportunities.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-Centered, Real-World Learning Experiences, Site-Defined

- Limited staff to offer club opportunities (after school)
- Limited staff to offer sports opportunities (after school)
- Limited parent interest in attending offsite field trips
- Unfilled Restorative Practices Counselor position

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

One of the biggest challenges the school faced and did not anticipate was the lack of parent interest in attending field trips with their students. Many field trips had to be chaperoned by NTAs due to a lack of available parent chaperones.

Clubs and after-school enrichment activities were left unfulfilled due to compensation being a stipend versus a supplemental rate. Teachers did not see compensatory value in time spent on activity compared to what they were paid.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Turner will partner with the After School Program to provide students with real-world learning experiences. All Turner students will be offered opportunities to have a weekly club rotation with the After School Program's Teaching Fellows and any interested certificated staff. Additionally, After School Program students will continue to experience daily Enrichment rotations from selected outside vendors.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

We communicated regularly with the School Site Council, meeting once a quarter to obtain information from all stakeholders in our academic and SEL progress toward the attainment of our goals. Turner's SSC gave feedback before writing the 2024-2025 SPSA on February 14, 2024. School Site Council's top five ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):

- Additional Resource Counseling Assistant: 4.8
- Student incentives: 4.7
- Adding additional Visual and Performing Arts programs: 4.7
- Professional Learning Opportunities (ELA, ELD, and Math): 4.6
- Substitutes for SST, IEP, and PLC planning days: 4.5

2 ELAC:

ELAC members gave feedback before writing the 2024-2025 SPSA on February 29, 2024. ELAC ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):

- Additional Resource Counseling Assistant: 4.8
- Student incentives: 4.7
- Adding additional Visual and Performing Arts programs: 4.7
- Professional Learning Opportunities (ELA, ELD, and Math): 4.6
- Substitutes for SST, IEP, and PLC planning days: 4.5

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

The Staff shared feedback on adjustments to 2024-2025 SPSA via PLCs, where members completed a Needs Assessment and request to Admin on February 27, 2024. The Staff's top five ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):

- Substitutes for SST, IEP, and PLC planning days: 4.7
- Continuing partnership with Teaching Fellows: 4.5
- Additional Resource Counseling Assistant: 4.5
- Materials & Supplies to support instruction (including online platforms): 4.4
- Additional certificated support (Certificated Tutor, Academic Coach, etc.): 4.2

Action 1

Title: Real-World Learning and Cultural Awareness

Action Details:

Turner Elementary believes that it is imperative to create and provide opportunities for students to be exposed to a variety of real-world experiences using real-world experiences. By partnering with the After School Program, more

students will have a greater opportunity for exposure to real-world experiences through offering clubs and other engagement activities immediately following the end of the school day.

Additionally, Turner will use the remaining Prop 28 VAPA personnel funding to hire outside vendors to teach Turner students and staff a variety of cultural activities. From American folk dance, to hip hop, to Hmong dance groups, students will have the opportunity to learn different cultures through dance and song embedded within the school day.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
<ul style="list-style-type: none">Assemblies with Guest Speakers and Volunteers (academic/enrichment focus)<ul style="list-style-type: none">Junior Achievement, Kobe Da Wiz, etc.Participation and attendance in Schoolwide activities (Pastries for Parents, Grandparents Day, Food Festival Night, etc.)Monitor student attendanceField Trip participation:<ul style="list-style-type: none">College and Career Readiness TripsEnrichment TripsAfter After-School Program participation and attendance rates<ul style="list-style-type: none">Clubs/Tutoring and other student opportunities to enrich student experiences during and after schoolClimate & Culture Surveys<ul style="list-style-type: none">Panorama Student, Staff, and Family SurveysMisbehavior reports, suspension/expulsion rates	<ul style="list-style-type: none">TST TeamClimate and Culture TeamInstructional Leadership TeamActivity SponsorsIntervention SpecialistResource Counseling AssistantPLC TeamsTeachersParentsStudents	<ul style="list-style-type: none">DailyWeeklyMonthlyYearly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

<p>School Personnel</p> <ul style="list-style-type: none">Home School Liaisons (Spanish)/Resource Counseling AssistantAcademic CoachesCertificated and Classified Supplemental Contacts for Student Engagement activities and participation in schoolwide connection clubsTargeted Supports TeamTranslators (Spanish, Hmong, ASL), supported by the online platform PropioAfter-School Program Staff<ul style="list-style-type: none">Extended Learning Coordinator, After School Lead, After School Paraeducators, Teaching Fellows, Out-of-District Enrichment Vendors <p>Resources, Materials, and Supplies</p> <ul style="list-style-type: none">Guest Speakers and Volunteers (Junior Achievement and other community organizations)Resources, technology, materials, and supplies that support student engagement<ul style="list-style-type: none">Bricks for Kids, Focus 5 Arts Integration, Fresno City College, Middle School, etc.Field Trips and direct transportationDirect Maintenance and Repairs	<p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p>
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1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learners have historically scored in the lower areas of all subgroups at Turner. To address this, EL's will be a focus population to be enrolled in the After School Program. This will support academic progress and provide enrichment activities for this subgroup.

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

Title I and CSI funding will support the EL population with a Teaching Fellow dedicated to supporting the EL student population with building academic language.

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

Turner is committed to providing opportunities for families to positively engage in the school experience.

- Awards and incentives will be used to recognize student achievement along the ELD Proficiency Level Continuum including a recognition dinner for those students being redesignated.
- Translators (Spanish, Hmong, ASL)
- Bilingual Resources for Parents
- Home School Liaison (Spanish)
- Culturally diverse engagement clubs
- TST process to identify other support services with SST meeting after TST suggestions have been exhausted

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learners have historically scored in the lower areas of all subgroups at Turner. To address this, EL's will be a focus population to be enrolled in the After School Program. This will support academic progress and provide enrichment activities.

The African American population has also scored at historically lower rates. To address this, Turner will seek to find organizations that will support

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

Turner will be focusing on building foundational literacy from TK-1st grade. With Title I and CSI funding, Turner is committed to hiring and training up to ten Teaching Fellows to support and expand the current RTI program as well as provide additional support to the English Learner population. The McLane Literacy Plan will supplement the Teaching Fellow population with three additional Teaching Fellows, providing highly trained personnel to push into all classrooms TK-6th grade to support student literacy.

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

Using 7091 funding, Turner will support English Learners with additional learning time to focus on building academic language skills in the After School Program. Turner will use these funds (with additional Title I funds to satisfy the remainder of the contract) to hire a Teaching Fellow to support the learning of this student group. Additionally, Turner will fund the annual Redesignation Dinner, create POs for parent involvement meetings, and provide additional funding for classified staff serving as interpreters during meetings.

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

SDC students who ride the bus and are out of the area will need support and encouragement to participate in extra-curricular activities outside the instructional day.

Engagement Clubs for Primary SDC students during school hours led by Leadership Club.

Students with Disabilities will have the same opportunities to participate in all extra-curricular activities.

School Psychologist social-emotional support for students in need.

All 4 Youth counseling services to provide social-emotional support for students in need

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		32.5 %	2023-2024	29.5 %
Suspension Rate - Semester 1	✓	2.25 %	1.6 %	2023-2024	1.3 %
Suspension Rate - Semester 1 (African American)	✓		5.5 %	2023-2024	5.2 %
Suspension Rate - Semester 1 (English Learner)	✓		0 %	2023-2024	0 %
Suspension Rate - Semester 1 (Hispanic)	✓		0.9 %	2023-2024	0.6 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		1.8 %	2023-2024	1.5 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		7.1 %	2023-2024	6.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism:

Turner continued developing a foundational intervention that will promote a higher attendance rate. Our current process is as follows:

- Office Assistant will reach out to parents to verify daily absenteeism
- Student of the Month awards
- Spirit wear for all students and staff to build a sense of belonging
- Atlas attendance and behavior reports were used by Targeted Supports Team (TST) to identify students at risk [academically/behaviorally/ socially]
- Home School Liaison (HSL) communication [phone calls and home visits] to support TST students identified as Truancy Level 2
- Mailer communication was distributed to students identified as Truancy Level 2. These identified families met with office staff to verify reasons for missed school days
- HSL will collaborate with the Child Welfare Attendance Specialist (CWAS) to identify Truancy Level 3 students and determine the following:
 - interventions provided to improve attendance
 - attempted communication with family

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism:

Though Turner's chronic absenteeism rate has improved, the school has continued to struggle with a high absenteeism rate. Despite returning to pre-pandemic attendance expectations, families have been slow to respond to the expectation that students must be at school on time and ready to learn every day.

Suspension Rate - Semesters 1 & 2:

Though Turner's suspension rate has improved, the school has been experiencing increased Tier 2 and 3 behaviors from several students throughout campus. To offset these behaviors, Turner's TST has been utilizing the Intervention Specialist (IS), Resource Counseling Assistant (RCA), and Restorative Practices (RP) counselor [when staffed] in developing interventions in supporting these students to try to minimize the behaviors that can lead to suspension.

- identify families to bring forward to the State Attendance Review Board

Suspension Rate - Semesters 1 & 2:

Turner began developing a foundational intervention system that will strengthen students' sense of belonging and establishing a lower suspension rate. Our current process is as follows:

- Re-entry meetings, with Vice Principal or Principal when possible, as the RP Counselor position remains unstaffed.
- *Don't Suspend Me* curriculum was utilized with selected suspendable offenses to instruct students on alternate methods of interaction with adults and students on campus.
- Monthly ROAR celebrations for students with fewer than 4 Msbehavior entries and no suspensions
- Tier II students were identified using the DESSA Rating on the Panorama platform. From there the IS brings the student of concern to the TST to identify appropriate SEL-based interventions to diminish the suspension rate.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Quarter 1 student awards assemblies were not held due to possible work stoppage
- Staff continued professional development surrounding student trauma with All 4 Youth counseling services

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Turner is committed to further developing the MTSS model and recently hired an RCA in response to addressing the growing Social-Emotional Learning (SEL) needs of our students. The RCA will work in tandem with the IS and will support students expressing Tier 2 and 3 SEL needs. The RCA and IS will become the drivers of the TST, managing the caseloads and sharing the Team's goals and actions to support students who have been recommended to TST by teachers and staff.

Turner will continue to build on the relationship we are developing with our Climate and Culture Specialist to improve Tier I structures in the classrooms and on the school site. Monthly CCT meetings will focus on building a sense of belonging and safety on campus, focusing on Tier I structures.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

We communicated regularly with the School Site Council, meeting once a quarter to obtain information from all stakeholders in our academic and SEL progress toward the attainment of our goals.

2 ELAC:

ELAC members gave feedback after writing the 2024-2025 SPSA on February 29, 2024. ELAC ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

The Staff shared feedback on adjustments to 2024-2025 SPSA via PLCs, where members completed a Needs Assessment and request to Admin on February 27, 2024. The Staff's top five ratings

Turner's SSC gave feedback before writing the 2024-2025 SPSA on February 14, 2024. School Site Council's top five ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):

- Additional Resource Counseling Assistant: 4.8
- Student incentives: 4.7
- Adding additional Visual and Performing Arts programs: 4.7
- Professional Learning Opportunities (ELA, ELD, and Math): 4.6
- Substitutes for SST, IEP, and PLC planning days: 4.5

- Adding a Resource Counseling Assistant (RCA) position:
- Continuing funding for ROAR:
- Continuing PL for Tier I classroom engagement strategies
- Incorporating SEL curriculum throughout the school day

were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):

- Substitutes for SST, IEP, and PLC planning days: 4.7
- Continuing partnership with Teaching Fellows: 4.5
- Additional Resource Counseling Assistant: 4.5
- Materials & Supplies to support instruction (including online platforms): 4.4
- Additional certificated support (Certificated Tutor, Academic Coach, etc.): 4.2

Action 1

Title: Creating a Positive School Climate for Student Engagement

Action Details:

Turner Elementary staff will work on building strong and meaningful relationships with students to increase their sense of belonging. In 2023-2024, Turner began to build a social-emotional support network for its students by hiring a Resource Counseling Assistant (RCA) and by expanding the counseling services with All 4 Youth. The District additionally provided support for students by adding an Intervention Specialist (IS) to support identified Tier II behavior students as well as a Campus Safety Assistant (CSA) to ensure Turner remained safe for staff and students on campus. 2023-2024 also fortified the practices of the Targeted Support Team (TST) and began to develop a strong network of support for the students at Turner.

In 2024-2025, Turner will use CSI and Equity Multiplier Funds to add counseling vendor Family Foundations. This will further improve student connections in providing additional SEL services through counseling, offering group skills, and giving professional learning to the staff to develop trauma-informed practices inside and outside of the classroom. The Turner TST will continue to fortify the interventions to support struggling students, and TST members will include counselors' input consistently.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Referrals (including data) to Student Success Team
- Referrals to Targeted Support Team
- Power BI data will be used to monitor the progress of students in each identified area (behavior/Academics).
- Additional Data will be collected through conferences with support personnel (attendance conferences, SST meetings, SEL student check-ins, etc.).
- ATLAS Attendance Reports
- Goal 2 and 3 Participation
- Office Referral Data
- Implementation of Mandated SEL Curriculum

Owner(s):

- Culture and Climate Team
- Teachers
- Targeter Supports Team
- Student Success Team
- Office Manager
- Office Assistant
- Intervention Specialist (Tier I and II)
- Resource Counseling Assistant
- Instructional Lead Teachers

Timeline:

- Daily
- Weekly
- Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Data will be collected that reflects students' "Sense of Belonging" to the school community. This data will include:

- Fall and Spring Climate & Culture Surveys
- ATLAS Behavior and Attendance Reports
- Power BI Misbehavior, Suspension and Expulsion Data

This data will be used to initiate individual and schoolwide action plans in order to increase student belonging.

Examples:

- Weekly, Monthly, and Quarterly Awards and incentives to increase participation and attendance in school.
- Monthly ROAR positive behavior reward celebration
- Student of the Month
- Birthday recognition
- Schoolwide and classroom Contests
- Special Lunch (Tiger of the Semester)
- Rewards/incentives for Parents
- School-Wide Assemblies and Celebrations that celebrate diversity
- Spirit wear for all students and staff to increase their sense of belonging and promote school spirit
- Rewards and Incentives for improved behavior and attendance

Owner(s):

- Culture and Climate Team
- Teachers
- Targeted Supports Team
- Student Success Team
- Office Assistant
- Parent and students
- Instructional Lead Teachers

Timeline:

- weekly
- monthly
- quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Turner Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of the Culture and Climate Team's data-driven decisions, which directly relate to student engagement rates. District-mandated curriculum (Class Meetings, Morning Meetings, Second Step, and OLWEUS) will continue to promote personal responsibility and social skills resulting in fewer conflicts between staff and students. Turner's Culture and Climate Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple absences and suspensions will be referred to TST where a comprehensive intervention plan will be implemented to support student behavior. The ISET process will also be utilized, as needed, for more intensive student and family intervention.

School Personnel

- Certificated and Classified Supplementary Contracts for student after school activities and clubs
- All Youth counseling services
- Use of TST to directly implement and monitor services for academic, behavioral, and social-emotional support for all students with emphasis on our Students with Disabilities, African American, English Learners, Hispanic, and socioeconomically disadvantaged students
- HSL and Office Assistant additional time to support the monitoring and contact of students with chronic absenteeism
- Translators/babysitting provided for parent meetings/trainings
- Community Liaison receives additional time to coordinate ROAR positive behavior activities, attendance recognition events, informational assemblies, etc.
- Office Manager and Vice Principal plan appropriate budget allocation and vendor payment

Resources, Material, and Supplies

- Other equipment, materials, and supplies that support positive culture and climate & classroom instruction, but not limited to, technology, support software programs, graphics, and technology
- Incentives for students with improved, or perfect attendance/behavior
- Monthly and Quarterly Awards
- Translators/babysitting provided for parent meetings/trainings
- Direct maintenance and repairs to equipment
- School-wide assemblies (including guest speakers) and celebrations (Fun Works) that promote student and community diversity and engagement

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on

English Learner student population is performing at the lowest level in suspension rate. In 2023, the suspension rate for English Learners grew by 4.1% from 2022.

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

With Title I funds, we plan to seek greater parent involvement, using the Parent Engagement funding source. Additionally, Turner will develop meeting protocols to inform parents about the current interventions offered by Turner and how it can improve student performance outcomes.

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

To respond to increasing our English learners' engagement levels, Turner is committing to the following:

- TST will meet biweekly to monitor English learner's Misbehavior entries, Attendance data, and Suspension rates.
- Climate Culture Team and Instructional Lead Teacher Team will meet quarterly to review data on misbehavior, attendance, and suspension rates. Teams will develop goals, action plan(s), and timelines to decrease misbehavior occurrences and increase attendance and suspension rates.
- TST will identify 2022-2023 EL students with chronic absences and misbehaviors. Student site support services meeting goals will be recognized and celebrated, including students meeting identified goals for improvement (attendance/behavior).
- Expose students to work and career pathways where a multilingual skillset is beneficial and advantageous by including multilingual guest speakers and career professionals at school events.

Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The following student groups performed at the lowest levels in Suspension Rates:

- African Americans: 9.5% of the population was suspended at least one day, increasing by 1.5% since 2022.
- English Learners: 5.4% of the population was suspended at least one day, increasing by 4.1% since 2022.
- Hispanic: 6.2% of the population was suspended at least one day, increasing by 4.1% since 2022.
- Socioeconomically Disadvantaged: 4.9% of the population was suspended at least one day, increasing by 2.3% since 2022.
- Students with Disabilities: 10.7% of the population was suspended at least one day, increasing by 3.1% since 2022.

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

Turner will be focusing on building foundational literacy from TK-1st grade. With Title I and CSI funding, Turner is committed to hiring and training up to ten Teaching Fellows to support and expand the current RTI program and provide additional support to the English Learner population. The McLane Literacy Plan will supplement the Teaching Fellow population with three additional Teaching Fellows, providing highly trained personnel to push into all classrooms TK-6th grade to support student literacy.

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

Using 7091 funding, Turner will support English Learners with additional learning time to focus on building academic language skills in the After School Program. Turner will use these funds (with additional Title I funds to satisfy the remainder of the contract) to hire a Teaching Fellow to support the learning of this student group. Additionally, Turner will fund the annual Redesignation Dinner, create POs for parent involvement meetings, and provide additional funding for classified staff serving as interpreters during meetings.

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

Targeted Actions/Strategies for At-risk Subgroups:

- TST will meet biweekly to monitor AA, SWD, SED, Hispanic, and White Misbehavior entries, Attendance data, and Suspension rates.
- Climate & Culture Team and Instructional Lead Teacher Team will meet quarterly to review data on misbehavior, attendance, and suspension rates. Teams will develop goals, action plan(s), and timelines to decrease occurrences of misbehaviors, increase attendance rates and decrease suspension rates.
- Expose students to work and career pathways where a multilingual skillset is a benefit and advantage by including multilingual guest speakers and career professionals at school events.
- Student Support Services Site Personnel will involve students in Quarterly Attendance Goal Setting. Students meeting goals will be recognized and celebrated.

Action 2

Title: Social/Emotional Supports and Targeted Supports Team

Action Details:

Turner will continue to focus on proactive strategies to create and provide opportunities for students and staff to build meaningful relationships within a learning environment that is physically, intellectually, and emotionally safe.

Turner has begun to develop a strong SEL support team this year. Members include the Administrative Team (Principal, Vice Principal), Academic Coach, School Psychologist, a grant-funded Intervention Specialist (IS) through the Department of Prevention and Intervention, a site-funded Resource Counseling Assistant (RCA), the Climate and Culture Team, a District-funded Campus Safety Assistant (CSA), a Project Access Social Worker (one day a week) and an All 4 Youth counselor (two days a week). To further improve the SEL team in 2024-2025, Turner will collaborate with Family Foundations or a part-time clinical social worker to support Turner two days a week, providing SEL support to students with Tier II and III needs five days a week.

The SEL and CCT teams will focus on identifying needed schoolwide shifts using the fall and spring Climate and Culture Surveys, suspension and misbehavior data, attendance rates, and specific staff surveys, based on need. The central focus will be on creating a sense of belonging, and an environment where students, staff, and families feel heard and welcomed at Turner.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Data regarding student/teacher interaction as well as student ownership will be collected through:

- Intentional effective feedback to students
- 3:1 Ratio of adult positive interactions with students

This data will be used to develop professional learning around teaching strategies that build meaningful relationships as well as a sense of belonging.

- Class Meeting and SEL Lesson Verification
- Master Calendar
- Activity Rosters
- Attendance

Data will be collected regarding student progress with students receiving tiered level of support. On-going assessments (weekly) for those students receiving support, will be analyzed by the TST Team and used to provide additional support or changes to intervention implementation. The TST Team will identify Tiered Levels of support, a timeline for monitoring student progress (reviews), and a system for transitioning students within tiers to receive appropriate support.

Data (Fall Spring C & C Student Surveys) will be used to identify areas of need. Data will be used to plan and implement strategies to improve areas of need.

Owner(s):

- Targeted Supports Team
- Climate and Culture Team
- ILT
- Teachers

Timeline:

- data review bi-weekly/monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

School Personnel

In conjunction with our Academic Coach, TST, ILT, and Climate and Culture Teams will provide PL to staff in areas of defined need. (data)

- Restorative Practices Counselor (if staffed)
- Intervention Specialist
- Resource Counseling Assistant
- Home School Liaisons (Spanish)
- Community Liaison
- Academic Coaches
- Translators (Spanish, Hmong, ASL)
- Supplementary pay contracts will be offered to Certificated and Classified Staff to instruct and supervise students participating in Connection Club activities throughout the 2022-2023 school year (additional Goal2).

Resources, Materials, and Supplies

- Resources, technology, materials, and supplies that support Social/Emotional Learning and School/ Climate Culture and Goal2 activities
- Materials/Supplies for Professional Learning (SEL and Cultural Proficiency including books/manuals/readings), Direct Maintenance, and Repairs
- Direct Transportation to support additional Goal2 activities
- Rewards/Incentives to motivate and reward students
- Assemblies and Guest Speakers that promote Cultural Diversity

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in suspension rate. In 2023, the suspension rate for English Learners grew by 4.1% from 2022.

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

With Title I funds, we plan to seek greater parent involvement, using the Parent Engagement funding source. Additionally, Turner will develop meeting protocols to inform parents about the current interventions offered by Turner and how it can improve student performance outcomes.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Bilingual Resources for parents of ELL students
- Communications in Primary Language
- Home School Liaisons/Translators (Hmong, Spanish, ASL, etc.)
- TST Support (including SST)
- Culturally diverse engagement clubs

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The following student groups performed at the lowest levels in Suspension Rates:

- African American: 9.5% of the population were suspended at least one day, increasing by 1.5% since 2022.
- English Learners: 5.4% of the population were suspended at least one day, increasing by 4.1% since 2022.
- Hispanic: 6.2% of the population were suspended at least one day, increasing by 4.1% since 2022.
- Socioeconomically Disadvantaged: 4.9% of the population were suspended at least one day, increasing by 2.3% since 2022.
- Students with Disabilities: 10.7% of the population were suspended at least one day, increasing by 3.1% since 2022.

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

Turner will be focusing on building foundational literacy from TK-1st grade. With Title I and CSI funding, Turner is committed to hiring and training up to ten Teaching Fellows to support and expand the current RTI program as well as provide additional support to the English Learner population. The McLane Literacy Plan will supplement the Teaching Fellow population with three additional Teaching Fellows, providing highly trained personnel to push into all classrooms TK-6th grade to support student literacy.

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

Using 7091 funding, Turner will support English Learners with additional learning time to focus on building academic language skills in the After School Program. Turner will use these funds (with additional Title I funds to satisfy the remainder of the contract) to hire a Teaching Fellow to support the learning of this student group. Additionally, Turner will fund the annual Redesignation Dinner, create POs for parent involvement meetings, and provide additional funding for classified staff serving as interpreters during meetings.

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

To further support the identified target groups, Turner has committed to do the following:

- African American students receive unique opportunities with support from the District's A4 Program, with which Turner has built a relationship in the last two years.
- English learners will receive additional support with after-school tutoring opportunities.
- Hispanic students will also receive additional after-school support.
- All students at Turner are eligible to attend the After School Program, a State grant-funded program to provide enrichment activities through daily rotations. These rotations include homework/academic assistance, SEL, enrichment (provided by outside vendors), and PE.

- Students with Disabilities are provided the same SEL exposure and are included on TST caseload when needed.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Celebrations and rallies, also supports G1 & G2	3,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Window tinting for classrooms.	35,000.00
G3A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified supplemental contracts to improve school climate.	3,941.00
G3A2	ESSA-CSI	Attendance & Social Work Services	Cons Svc/Oth			Family Foundation Services : PL to address social/emotional needs of students	600.00
G3A2	Sup & Conc	Instruction	Teacher-Subs			Subs for CCT Summit 2x year, also supports G3A2	2,150.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Field day; to improve school climate and culture.	6,000.00
G3A2	Sup & Conc	Instruction	Direct Trans			Leadership trip to Disneyland	5,500.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Celebrations and rallies, also supports G3A1, G1, & G2 (Reptile Ron, Wild Child Adventures, etc.)	7,000.00

\$63,191.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	87 %	95.8 %	2023-2024	96.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Professional Learning

Turner is striving to balance Professional Learning opportunities with quality PLC time and therefore has conducted differentiated PL opportunities based on grade level (TK-2, 3-6). PLs in Grades TK-2 focused on foundational reading skills and Grades 3-6 focused on improving writing processes in preparation for the 2023 SBAC CAT and Performance Task.

Increase Sense of Belonging

The Climate & Culture Team developed a goal to reach 87% in the Fall 2023 Climate & Culture Survey but surpassed the goal with a 95.8% approval rating in the Organizational Environment domain.

Turner is still focusing on ensuring all staff members on the school site and those who come to support the site (vendors, Maintenance, etc.) feel welcome and appreciated by everyone.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

The possibility of a looming teacher work stoppage did bring some tension and uncertainty among staff in the fall semester, which may lead to a small reduction in the spring survey results.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Turner did not have any major differences between intended and actual implementation of Actions and budget expenditures to meet the goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Turner has seen great strides in the staff's sense of belonging and therefore will continue the plans originally set in the 2023-2024 SPSA.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>We communicated regularly with the School Site Council, meeting once a quarter to obtain information from all stakeholders in our academic and SEL progress toward the attainment of our goals. Turner's SSC gave feedback before writing the 2024-2025 SPSA on February 14, 2024. School Site Council's top five ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):</p><ul style="list-style-type: none">• Additional Resource Counseling Assistant: 4.8• Student incentives: 4.7• Adding additional Visual and Performing Arts programs: 4.7• Professional Learning Opportunities (ELA, ELD, and Math): 4.6• Substitutes for SST, IEP, and PLC planning days: 4.5</div>	<div><div>2</div><div>ELAC:</div></div> <div><p>ELAC members gave feedback after writing the 2024-2025 SPSA on February 29, 2024. ELAC ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):</p><ul style="list-style-type: none">• Provide funding for staff on-site community-building opportunities:• Provide funding for staff off-site community-building opportunities:</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>The Staff shared feedback on adjustments to 2024-2025 SPSA via PLCs, where members completed a Needs Assessment and request to Admin on February 27, 2024. The Staff's top five ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):</p><ul style="list-style-type: none">• Substitutes for SST, IEP, and PLC planning days: 4.7• Continuing partnership with Teaching Fellows: 4.5• Additional Resource Counseling Assistant: 4.5• Materials & Supplies to support instruction (including online platforms): 4.4• Additional certificated support (Certificated Tutor, Academic Coach, etc.): 4.2</div>
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Action 1

Title: Staff Professional Learning

Action Details:

Turner Elementary will provide high-quality professional development through self-selected and schoolwide opportunities. In addition to the required training provided by the District and the State, Turner teaching staff will focus on two main areas during Professional Learning opportunities offered throughout the school year:

- **Social Emotional Learning:**
 - Trauma-informed classroom practices
 - Safe & Civil-based positive interaction strategies
- **Academic:**
 - Building teacher clarity throughout the lesson (TK-6th grade)
 - Effective writing practices using high-quality rubrics (TK-6th grade)
 - Math Lesson Design (3rd-6th grades)

Reasoning for using this action: ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Teachers were individually surveyed during spring data chats to identify their professional learning interests (academic, Social-emotional, etc.) for the 2024-2025 school year. Through this survey, the professional learning calendar for the 2024-2025 school year will be developed. The following areas will be planned and developed for learning:

- Writing support
 - rigor
 - student clarity
 - genres
- Math support
 - Math Lesson Design
- Social Emotional Learning
 - trauma informed

Owner(s):

- Administration
- ILT
- CCT
- Academic Coach
- District Coach Support
- Family Foundations
- All 4 Youth

Timeline:

- Monthly
- Quarterly
- End of Year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

School/District Personnel to Provide

- Additional Training: Foundational Skills, Interim Assessments, SBAC Claims and Targets, PLCs, Common Core State Standards, SEL, classroom management/engagement strategies
- Student-Centered and Real-World Learning: Cultural Proficiency Teaching
- Mandated SEL Curriculum Training
- Professional Learning, including Cultural Proficiency
- Professional Learning offered by All 4 Youth and Family Foundations
- Training on use of ELPAC Data and strategies for ELD instruction

Resources, Materials, and Supplies

- ELA/ELD Guaranteed and Viable Curriculum Resources and Materials
- Update student, teacher, and classroom technology, to facilitate improved instruction
- Products and licensing of software to facilitate and implement instruction.
- Other materials and supplies that support instruction including, but not limited to, graphics & technology
- Direct maintenance and repairs
- Professional learning supplies/materials including books/reading material
- Supplementary contracts for Certificated and Classified (additional training) and for teacher planning and/or peer observations

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Learner student population is performing at the lowest level in English Language Arts on SBAC. This subgroup is 91.2 points below standard and the score declined by 10 points from 2022 SBAC results. In 2023, 59.3% (51 students) of the English learner population did not make growth in the summative ELPAC assessment.

The English Learner student population, who is performing at the lowest level in areas of math, scoring 106.1 points below standard, and sustained their DFS from 2022.

The English Learner student population is performing at the lowest level in academic and suspension rates. In

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The following student groups performed at the lowest levels in ELA SBAC scores in spring 2023:

- English Learners: the population performed 91.2 points below standard, a decline of 10 points from 2022.
- Hispanic: the population performed 91.7 points below standard, a decline of 3.2 points from 2022.
- Socioeconomically Disadvantaged: the population performed 80.7 points below standard, and statistically maintained their position from 2022.

2023, the suspension rate for English Learners grew by 4.1% from 2022.

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

With Title I funds, we plan to seek greater stakeholder involvement, using the Parent Engagement funding and staff bonding and professional learning sources. Additionally, Turner will develop meeting protocols to inform all stakeholders about the current interventions offered by Turner and how it can improve student performance outcomes.

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

With available funding resources as well as utilizing professional learning opportunities to our fullest potential, Turner is committed to supporting ELs through:

- ELPAC Training for teachers
- Professional Learning on best instructional practices (designated/integrated ELD)
- Teacher data chats for monitoring progress toward EL Redesignation
- Professional learning targets data usage and targeting student needs.
- Provide professional learning for designated and integrated instruction and instructional feedback to teachers based upon the implementation of selected EL Professional Learning.

The following student groups performed at the lowest levels in Math SBAC scores:

- English Learners: the population performed 106.1 points below standard, and statistically maintained their position from 2022.

The following student groups performed at the lowest levels in Suspension Rates:

- African Americans: 9.5% of the population was suspended at least one day, increasing by 1.5% since 2022.
- English Learners: 5.4% of the population was suspended at least one day, increasing by 4.1% since 2022.
- Hispanic: 6.2% of the population was suspended at least one day, increasing by 4.1% since 2022.
- Socioeconomically Disadvantaged: 4.9% of the population was suspended at least one day, increasing by 2.3% since 2022.
- Students with Disabilities: 10.7% of the population was suspended at least one day, increasing by 3.1% since 2022.

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

With Title I funds, we plan to seek greater stakeholder involvement, using the Parent Engagement funding and staff bonding and professional learning sources. Additionally, Turner will develop meeting protocols to inform all stakeholders about the current interventions offered by Turner and how it can improve student performance outcomes.

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

With available funding resources as well as utilizing professional learning opportunities to our fullest potential, Turner is committed to supporting ELs through:

- ELPAC Training for teachers
- Professional Learning on best instructional practices (designated/integrated ELD)
- Teacher data chats for monitoring progress toward EL Redesignation
- Professional learning targets data usage and targeting student needs.
- Provide professional learning for designated and integrated instruction and instructional feedback to teachers based upon the implementation of selected EL Professional Learning.

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

Professional learning opportunities for all staff including paraprofessionals and tutors to support low-performing students.

- School Psychologist to provide information and PL to teachers to also help support students.
- All 4 Youth professional learning opportunities surrounding student trauma, what to look for and how to respond
- Climate and Culture Specialist supports All 4 Youth learning with trauma-informed classroom management proactive strategies and appropriate responses

Action 2

Title: Increase Staff Sense of Belonging

[Action Details:](#)

The following actions will be the focus for staff retention and recruitment:

Staff retention at Turner has shown to be based upon the following factors:

- involvement in the decision making process
- staff communication
- staff connectedness
- meeting the professional needs of staff (including opportunities for grade level collaboration)

Recruitment of a diverse staff population is based upon:

- qualified applicants for the position
- retention of staff criteria which in turn creates an applicant pool

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Fall and Spring Climate & Culture Survey
- Use of data which tracks the opportunities for staff to be involved in the decision-making process (meetings, surveys, etc.).
- Use of data and tracking formats to ensure that all staff have the opportunity to participate in community building activities in order to promote staff connectedness.
- Use of data which promotes the hiring of a culturally diverse staff (reflection of community) as well as a hiring panel which represents staff and community diversity.
- Staff and community involvement in the hiring of personnel at Turner that, if possible, reflects the diversity of our community.

Owner(s):

- Instructional Leadership Team
- Culture & Climate Team
- Certificated and Classified Staff
- Administration

Timeline:

- Monthly
- Fall/Spring Staff C&C Survey

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Professional Learning

- Professional Learning will focus on writing practices and rigor and continuing MLD in grades 3-6, while grades TK-2 will focus on foundational math skills, based on teacher feedback from individually surveying teachers during data chats.

Resources, Materials, and Supplies which increase retention rate

- Update student, teacher, and classroom technology, to facilitate improved instruction
- Products and licensing of software to facilitate and implement instruction.
- Other materials and supplies that support instruction include but are not limited to, graphics & technology
- Direct maintenance and repairs
- Professional learning supplies/materials including books/reading material
- Supplementary contracts for Certificated and Classified (additional training) and teacher planning and/or peer observations

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All professional learning opportunities and staff appreciation are developed by the ILT and CCT, based on student data and staff needs. Once development is complete, ILT and CCT develop the implementation plan.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

All services focusing on low-performing student groups are developed and implemented by the Turner Staff based upon student data and staff need.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90.66 %	94.4 %	2023-2024	95.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal-Site Defined

Turner will increase opportunities for families to engage in activities that promote student success.

To create an environment that makes parents feel welcomed and respected, Turner will provide several opportunities to involve parents in activities and events that will include them in their students' school experiences:

- Back to School Night
- Parent Teacher Conferences
- Open House
- ROARs (student engagement activities)
- Parent Engagement meetings
- Parent volunteers in the classroom
- Parent chaperones for field trips
- SST and IEP meetings
- SSC and ELAC meetings

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal-Site Defined

Since returning from the pandemic, building and sustaining parent engagement and involvement has had to take a more creative approach. We have used our Community Liaison to promote events happening during the school day this year in response to this current challenge. We have also used our full-time Home School Liaison to further support building parent involvement, and have seen an increase in attendance for several family engagement activities as a result.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Turner is in the process of rebuilding parent involvement and engagement with a variety of school activities:

- Parents are still getting reacquainted with being involved in school activities, post-pandemic
- Parent University was not available for instructional units this year

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- To continue rebuilding parent involvement at Turner, the following measures will be taken:
- Increasing in-person communication with parents at dismissal time to build a parent community base
 - Increasing teacher-parent communication systems to ensure consistent communication is made regarding student progress
 - Continue to increase parent opportunities for parent involvement and participation
 - POs and Nutrition Services contracts will be created and used to provide materials, supplies, and refreshments for these meetings

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>We communicated regularly with the School Site Council, meeting once a quarter to obtain information from all stakeholders in our academic and SEL progress toward the attainment of our goals. Turner's SSC gave feedback before writing the 2024-2025 SPSA on February 14, 2024. School Site Council's top five ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):</p><ul style="list-style-type: none">• Additional Resource Counseling Assistant: 4.8• Student incentives: 4.7• Adding additional Visual and Performing Arts programs: 4.7• Professional Learning Opportunities (ELA, ELD, and Math): 4.6• Substitutes for SST, IEP, and PLC planning days: 4.5</div>	<div><div>2</div><div>ELAC:</div></div> <div><p>ELAC members gave feedback after writing the 2024-2025 SPSA on February 29, 2024. ELAC ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):</p><ul style="list-style-type: none">• Providing parent involvement opportunities (i.e. carnival, food truck frenzy, Pastries with Parents, etc.):• Providing parent involvement opportunities (i.e. Parent Engagement Hour, Parent University learning modules, Back to School Night, Open House, etc.):</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>The Staff shared feedback on adjustments to 2024-2025 SPSA via PLCs, where members completed a Needs Assessment and request to Admin on February 27, 2024. The Staff's top five ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):</p><ul style="list-style-type: none">• Substitutes for SST, IEP, and PLC planning days: 4.7• Continuing partnership with Teaching Fellows: 4.5• Additional Resource Counseling Assistant: 4.5• Materials & Supplies to support instruction (including online platforms): 4.4• Additional certificated support (Certificated Tutor, Academic Coach, etc.): 4.2</div>
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Action 1

Title: Parent Engagement

Action Details:

Turner Elementary will strive to establish and enhance culturally competent two-way communication and engagement by providing and expanding opportunities for families to engage in their students' education by providing additional family events before and after the school day. Staff will also strive to build strong parent-teacher communication and collaboration to attract more family engagement and interaction.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

The following data will be collected and used in order to promote an increased belonging and ownership within the school community:

- Panorama Parent Surveys (Fall and Spring)
- SSC Needs Assessments
- Parent Surveys and input from ELAC and SSC
- Panorama Staff Surveys (Fall and Spring)

Owner(s):

- Office Manager
- Office Assistant
- Teachers
- Homeschool Liaisons
- Community Liaison
- Culture and Climate Team
- TST Team

Timeline:

- Panorama Surveys (Fall and Spring)
- Title 1 Needs Assessment (Beginning of year)
- Minimum of 4 SSC and ELAC meetings every year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

School Personnel

- Targeted Supports Team (TST) to provide resources in social-emotional support for students, families, and PL to teachers.
- Translators (Spanish, Hmong, ASL, other, as needed)
- Child Care for parents attending meetings on campus
- Certificated and Classified Supplemental Contracts for Family Nights and parent training opportunities
- Home School Liaison for parent primary language communication (Spanish)
- Community Liaison
- Parent University learning opportunity modules
- Guest Speakers, community guests, and Parent Volunteers

Resources, Materials, and Supplies

- Materials, supplies, and incentives to create a sense of belonging and a welcoming environment (welcome packet) for new students and parents
- Materials/Supplies, Back to School Night, Parent-Teacher Conferences, ELAC, SSC, SSTs, IEPs, Parent Chats/Town Halls, Parent University, Redassification Dinner,
- Parent Conferences participation in increasing family engagement Annual Food Festival
- Materials and supplies for Care and Connect Center
- Other materials and supplies to support student engagement, not limited to graphics and technology
- Direct Maintenance and Repairs for equipment and technology
- Direct Transportation for parent field trips (school visitations)
- Monthly and Quarterly Awards and Incentives
- Resources, technology, materials, and supplies that support family engagement

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Provide EL Parent Training on ELD Proficiency Level Continuum, ELPAC, Reclassification, RFEP, and Seal of Biliteracy.
- EL parent support in sustaining EL Students' home language and developing multi-lingual proficiency.
- Process to ensure EL parent participation in providing input into the SPSA and other EL matters (ELAC).
- Provide awards and incentives to recognize EL parent involvement in ELAC and other parent activities.
- Home School and Community Liaisons for home/school communications

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Home School and Community Liaisons
- Child Care
- Parent Learning Opportunities from site and Parent University
- SSTs
- ELAC

- Materials and supplies including books to be used at home
- Parent Learning Opportunities from site and Parent University
- Translators (Spanish, Hmong, ASL, other)

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement **No incentives or food**	2,164.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.4375	Sandra Villegas: community liaison to increase parent engagement and partnership	26,227.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time for HSL and SCL	2,609.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	750.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Food and/or materials for parent meetings and parent engagement	4,000.00

\$35,750.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0460 Turner Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-3. Split with 3182 and 7091	23,900.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Swun Math : Swun Math	13,659.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			PL/PLC planning **No IEPs**	18,475.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for data chats; also supports G1A2-3 **No IEPs**	1,613.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Scholastic FIRST and WORD; also supports G1A2	4,393.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Materials and supplies to support areas of greatest need **No incentives or food**	10,890.00
G1A1	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-3. Split with 3010 and 7091	87,968.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			2x10 subs for SST/IEP	4,018.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Gimkit license; also supports G1A1-3	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies to support academics (ie, Office Depot, Amazon, Vallarta, etc.)	102,461.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and updates	100.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs (technology and site)	1,066.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics; also supports G1A1-3, G5	5,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-3. Split with 3010 and 3182	36,892.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3000	Julina Freeman 1065413. CT to support students in the greatest areas of need.	33,312.00
G1A3	ESSA-CSI	Instruction	Teacher-Subs			Sub days to support BAS testing **No IEPs**	4,838.00
G1A3	ESSA-CSI	Instruction	Teacher-Supp			Supplemental contracts for development, implementation, monitoring, and evaluation of plan improvement efforts **No IEPs**	11,769.00
G1A3	ESSA-CSI	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : Magnetic Reading: Teacher Kits and consumables	25,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to improve school climate	2,452.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,584.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Reclassification dinner, also supports G5	1,500.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Celebrations and rallies, also supports G1 & G2	3,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Window tinting for classrooms.	35,000.00
G3A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified supplemental contracts to improve school climate.	3,941.00
G3A2	ESSA-CSI	Attendance & Social Work Services	Cons Svc/Oth			Family Foundation Services : PL to address social/emotional needs of students	600.00

G3A2	Sup & Conc	Instruction	Teacher-Subs			Subs for CCT Summit 2x year, also supports G3A2	2,150.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Field day; to improve school climate and culture.	6,000.00
G3A2	Sup & Conc	Instruction	Direct Trans			Leadership trip to Disneyland	5,500.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Celebrations and rallies, also supports G3A1, G1, & G2 (Reptile Ron, Wild Child Adventures, etc.)	7,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Staff celebrations to improve school climate	12,000.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Wonder Valley : Team building to improve retention of staff	8,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement **No incentives or food**	2,164.00
G5A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.4375	Sandra Villegas: community liaison to increase parent engagement and partnership	26,227.00
G5A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			Extra time for HSL and SCL	2,609.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Mileage	750.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Food and/or materials for parent meetings and parent engagement	4,000.00
							\$518,331.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,035.00
ESSA-CSI	3182	\$165,546.00
Sup & Conc	7090	\$228,774.00
LCFF: EL	7091	\$50,976.00
Grand Total		\$518,331.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$398,890.00
G3 - Increase student engagement in their school and community	\$63,191.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$20,500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$35,750.00
Grand Total	\$518,331.00