

Turner Elementary

10621666006522

Principal's Name: Lisa McDannel

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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

District Goals	
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 subgroups 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 (DAC and 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 – Michelle Costello		X			
3. Marybel Svigos		X			
4. Edith Elizondo		X			
5. Nicole Hyatt		X			
6. Marissa Padilla			X		
7. Kandace White				X	
8. Rachel Mendoza				X	
9. Blanca Arias-Espindola				X	
10. Eileen Salinas				X	
11. Christina Marin				X	
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		3/27/23
SSC Chairperson	Michelle Costello		3/27/23

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

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

FY 2023/24

Turner - 0460

ON-SITE ALLOCATION

3010	Title I	\$72,090 *
7090	LCFF Supplemental & Concentration	\$234,221
7091	LCFF for English Learners	\$58,752
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$22,919</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$387,982

* 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	\$2,136
Remaining Title I funds are at the discretion of the School Site Council	<u>\$69,954</u>
Total Title I Allocation	<u>\$72,090</u>

Turner Elementary 2023-2024 - 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
ELPAC - percentage of students who scored 4		6.14 %	8.53 %	2021-2022	10.63 %
SBAC ELA - Average distance from standard	✓		-79 pts	2021-2022	69 pts
SBAC ELA - percentage of students met/exceeded standard	✓		23.38 %	2021-2022	26.48 %
SBAC Math - Average distance from standard	✓		-97 pts	2021-2022	87 pts
SBAC Math - percentage of students met/exceeded standard	✓		16.23 %	2021-2022	17.33 %

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.

SBAC ELA Meet/Exceeded, site wide

Turner’s percentage of students who met or exceeded standards was 26.48%. The average distance from standard was -69 according to 2021-2022 SBAC (ELA). We will continue to focus on Tier I instruction in ELA 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, using the IPG tool (Tenets 2B and 3).

i-Ready ELA D2 On-Level, site wide

Turner focused on Tier I instruction in ELA throughout the year in professional development, classroom observations, and providing teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready ELA D2 2022 for all Turner students was 22.8% on or above grade level. The typical growth for the site was 56.8% from D1 to D2. Typical stretch growth from D1 to D2 was 41.4% site wide.

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

SBAC ELA Meet/Exceed, site wide

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 supports 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.

i-Ready ELA D2 ELA On-Level, African American (AA)

Turner’s AA student subgroup has a 14.8% on grade level rate in ELA as compared to the site, which has a rate of 22.8% on grade level for ELA. There was a disproportionality in our AA subgroup as compared to the overall site in movement toward grade level; therefore, this subgroup continues to be a focus for our site. Attendance and rigor are significant barriers for our AA subgroup. Additionally, lack of foundational reading skills in phonics and phonemic awareness impedes learning at rigorous levels.

i-Ready ELAD2 On-Level, African American (AA)

Turner focused on Tier I instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready ELAD2 2022 for AA students was 11.1%, as compared to all Turner students at 22.8% on or above grade level (-11.7). The typical growth for AA students was 57.3%, as compared to all Turner students at 56.8% from D1 to D2 (+0.5). Typical stretch growth from D1 to D2 was 35.0% for AA students, as compared to 41.4% for all Turner students (-6.4).

i-Ready ELAD2 On-Level, English Learner (EL)

Turner focused on Tier I instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready ELAD2 2022 for EL students was 11.1%, as compared to all Turner students at 22.8% on or above grade level (-11.7). The typical growth for EL students was 57.3%, as compared to all Turner students at 56.8% from D1 to D2 (+0.5). Typical stretch growth from D1 to D2 was 35.0% for EL students, as compared to 41.4% for all Turner students (-6.4).

i-Ready ELAD2 ELA On-Level, Hispanic

Turner focused on Tier I instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready ELAD2 2022 for Hispanic students was 20.5%, as compared to all Turner students at 22.8% on or above grade level (-2.3). The typical growth for Hispanic students was 56.9%, as compared to all Turner students at 56.8% from D1 to D2 (+1.8). Typical stretch growth from D1 to D2 was 41.5% for Hispanic students, as compared to 41.4% for all Turner students (+0.1).

i-Ready ELA On-Level, Socioeconomically Disadvantaged (SED)

Turner focused on Tier I instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready ELAD2 2022 for SED students was 23.0%, as compared to all Turner students at 22.8% on or above grade level (+0.2). The typical growth for SED students was 56.9%, as compared to all Turner students at 56.8% from D1 to D2 (+0.1). Typical stretch growth from D1 to D2 was 41.5% for SED students, as compared to 41.4% for all Turner students (+0.1).

i-Ready ELAD2 ELA On-Level, Students with Disabilities (SWD)

Turner focused on Tier I instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready ELAD2 2022 for SWD students was 9.5%, as compared to all Turner students at 22.8% on or above grade level (-13.3). The typical growth for SWD students was 47.6%, as compared to all Turner students at 56.8% from D1 to D2 (-9.2). Typical stretch growth from D1 to D2 was 23.8% for SWD students, as compared to 41.4% for all Turner students (-17.6).

i-Ready ELAD2 ELA On-Level, White

Turner focused on Tier I instruction in ELA throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready ELAD2 2022 for white students was 41.2%, as compared to all Turner students at 22.8% on or above grade level (+18.4). The typical growth for white students was 76.5%, as compared to all Turner students at 56.8% from D1 to D2 (+19.7). Typical stretch growth from D1 to D2 was 58.8% for white students, as compared to 41.4% for all Turner students (+17.4).

i-Ready ELA D2 ELA On-Level, English Learners (EL)

Turner's EL student subgroup has a 11.1% on grade level rate in ELA as compared to the site, which has a rate of 22.8% on grade level for ELA. There was a disproportionality in our EL subgroup as compared to the overall site in 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, lack of foundational reading skills in phonics and phonemic awareness impedes reading at rigorous levels.

i-Ready ELA D2 ELA On-Level, Hispanic

Turner's Hispanic student subgroup has a 20.5% on grade level rate in ELA as compared to the site, which has a rate of 22.8% 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, lack of foundational reading skills in phonics and phonemic awareness impedes reading at rigorous levels.

i-Ready ELA D2 ELA On-Level, Socioeconomically Disadvantaged (SED)

Turner's SED student subgroup has a 23.0% on grade level rate in ELA as compared to the site, which has a rate of 22.8% on grade level for ELA. There was minimal disproportionality in our SED subgroup as compared to the overall site in 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.

i-Ready ELA D2 ELA On-Level, Students with Disabilities (SWD)

Turner's SWD student subgroup has a 9.5% on grade level rate in ELA as compared to the site, which has a rate of 22.8% on grade level for ELA. There was a disproportionality in our SWD 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 SWD subgroup. Additionally, lack of foundational reading skills in phonics and phonemic awareness impedes reading at rigorous levels.

i-Ready ELA D2 ELA On-Level, White

Turner's White student subgroup has a 41.2% on grade level rate in ELA as compared to the site, which has a rate of 22.8% on grade level for ELA. This subgroup has a significantly higher on-level rate as compared to the overall site in 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 MATH Meet/Exceed, site wide

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 supports 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.

i-Ready MATH D2 On-Level, African American (AA)

Turner's AA student subgroup has an 8.2% on grade level rate in MATH as compared to the site, which has a rate of 14.3% on grade level for MATH. There was a disproportionality in our AA subgroup as compared to the overall site in movement toward grade level; therefore, this subgroup continues to be a focus for our site. Attendance and rigor are significant barriers for our AA subgroup. Additionally, lack of foundational mathematical skills and conceptual understanding of concepts impedes learning at rigorous levels.

SBAC MATH Met/Exceeded, site wide

Turner's percentage of students who met or exceeded standards was 16.2%. The average distance from standard was -97 according to 2021-2022 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, using the IPG tool (Tenets 2B and 3).

i-Ready MATH D2 On-Level, site wide

Turner focused on Tier I instruction in MATH throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready MATH D2 2022 for all Turner students was 14.3% on or above grade level. The typical growth for the site was 56.4% from D1 to D2. Typical stretch growth from D1 to D2 was 40.6% site wide.

i-Ready MATH D2 On-Level, African American (AA)

Turner focused on Tier I instruction in MATH throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready MATH D2 2022 for AA students was 8.2%, as compared to all Turner students at 14.3% on or above grade level (-6.1). The typical growth for AA students was 55.7%, as compared to all Turner students at 56.4% from D1 to D2 (-0.7). Typical stretch growth from D1 to D2 was 37.7% for AA students, as compared to 40.6% for all Turner students (-2.9).

i-Ready MATH D2 On-Level, English Learner (EL)

Turner focused on Tier I instruction in MATH throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready MATH D2 2022 for EL students was 6.0%, as compared to all Turner students at 14.3% on or above grade level (-8.3). The typical growth for EL students was 49.1%, as compared to all Turner students at 56.4% from D1 to D2 (-7.3). Typical stretch growth from D1 to D2 was 31.9% for EL students, as compared to 40.6% for all Turner students (-8.7).

i-Ready MATH D2 On-Level, Hispanic

Turner focused on Tier I instruction in MATH throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready MATH D2 2022 for Hispanic students was 10.8%, as compared to all Turner students at 14.1% on or above grade level (-3.3). The typical growth for Hispanic students was 54.1%, as compared to all Turner students at 56.4% from D1 to D2 (-2.3). Typical stretch growth from D1 to D2 was 38.4% for Hispanic students, as compared to 40.6% for all Turner students (-2.2).

SBAC MATH On-Level, Socioeconomically Disadvantaged (SED)

Turner focused on Tier I instruction in MATH throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready MATH D2 2022 for SED students was 14.1%, as compared to all Turner students at 14.3% on or above grade level (-0.2). The typical growth for SED students was 56.3%, as compared to all Turner students at 56.4% from D1 to D2 (-0.1). Typical stretch growth from D1 to D2 was 40.5% for SED students, as compared to 40.6% for all Turner students (-0.1).

SBAC MATH On-Level, Students with Disabilities (SWD)

Turner focused on Tier I instruction in MATH throughout the year in professional development, classroom

i-Ready MATH D2 On-Level, English Learner (EL)

Turner's EL student subgroup has an 6.0% on grade level rate in MATH as compared to the site, which has a rate of 14.3% on grade level for MATH. There was a disproportionality in our EL subgroup as compared to the overall site in 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, lack of foundational mathematical skills and conceptual understanding of concepts impedes learning at rigorous levels.

i-Ready MATH D2 On-Level, Hispanic

Turner's Hispanic student subgroup has a 10.8% on grade level rate in MATH as compared to the site, which has a rate of 14.3% on grade level for MATH. 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 and rigor are significant barriers for our Hispanic subgroup. Additionally, lack of foundational mathematical skills and conceptual understanding of concepts impedes learning at rigorous levels.

i-Ready MATH D2 On-Level, Socioeconomically Disadvantaged (SED)

Turner's SED student subgroup has a 14.1% on grade level rate in MATH as compared to the site, which has a rate of 22.8% on grade level for MATH. There was minimal disproportionality in our SED subgroup as compared to the overall site in 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.

i-Ready MATH D2 On-Level, Students With Disabilities (SWD)

Turner's SWD student subgroup has an 4.8% on grade level rate in MATH as compared to the site, which has a rate of 14.3% on grade level for MATH. There was a disproportionality in our SWD subgroup as compared to the overall site in movement toward grade level; therefore, this subgroup continues to be a focus for our site. Attendance and rigor are significant barriers for our SWD subgroup. Additionally, lack of foundational mathematical skills and conceptual understanding of concepts impedes learning at rigorous levels.

i-Ready MATH D2 On-Level, White

Turner's White student subgroup has an 11.8% on grade level rate in MATH as compared to the site, which has a rate of 14.3% on grade level for MATH. There was a disproportionality in our White subgroup as compared to the overall site in movement toward grade level; therefore, this subgroup continues to be a focus for our site. Attendance and rigor are significant barriers for our White subgroup. Additionally, lack of foundational mathematical skills and conceptual understanding of concepts impedes learning at rigorous levels.

observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready MATH D2 2022 for SWD students was 4.8%, as compared to all Turner students at 14.3% on or above grade level (-9.5). The typical growth for SWD students was 47.6%, as compared to all Turner students at 56.4% from D1 to D2 (-8.8). Typical stretch growth from D1 to D2 was 41.3% for SWD students, as compared to 40.6% for all Turner students (+0.7).

SBAC MATH On-Level, White

Turner focused on Tier I instruction in MATH throughout the year in professional development, classroom observations, and teacher feedback using the IPG tool as well as the PLC rubric. The effectiveness in achieving the expected outcome in i-Ready MATH D2 2022 for White students was 11.8%, as compared to all Turner students at 14.3% on or above grade level (-2.5). The typical growth for White students was 64.7%, as compared to all Turner students at 56.4% from D1 to D2 (+3.2). Typical stretch growth from D1 to D2 was 41.2% for White students, as compared to 40.6% for all Turner students (+0.6).

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).

We transferred the unused funds from the Certificated Tutor positions as there were no candidates to fill these positions. We also transferred the funds set aside for purchasing Promethean Boards for the site, as the District purchased them for all classrooms, District-wide. We increased funds to areas that would improve campus safety by updating window coverings in the form of tinting and Turner-specific window wrapping. The intents in purchasing these items were to simultaneously provide privacy inside the classrooms during instruction and provide staff and student safety in case of emergencies.

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 2023/24 SPSA.

- Supervisor and/or ATSI Manager (TBD, hiring for this position) provided to the site to support change management and inclusive process in the development of the site goals, actions and outcomes:
 - Turner will identify problem 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.
 - ATSI Manager (TBD) from the district office assigned to the school site to support SPSA actions.
- Potential resources provided to ATSI sites to best meet the needs of Turner based upon ATSI student groups.
- Professional learning offerings for site leaders and teachers focused on ATSI-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
- We will continue our partnership with Interact Fellowship to support Long Term English Learners
- Continue professional development on ELD-focused RTI skill-building for teachers
- Continue the Cycle of Continuous Improvement through the PLCs using the Four Grounding Questions
- Third through sixth-grade teachers will begin collaborating with a SWJN Math coach around Math Lesson Design (MLD) through cycles of continuous improvement
- Teachers are using various forms of data to identify individual student needs in reading and math
- Teachers in testing grades will continue to meet with Admin to goal set around i-Ready and SBAC scores. Non-testing grades will begin the goal-setting process in 23-24
- Teachers will access online platforms for ELA and Math GVCs to better inform the next steps in core instruction
- 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

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: We communicated regularly with School Site Council, meeting once a quarter to obtain information from all stakeholders in our academic and SEL progress toward attainment of our goals. Turner's SSC gave feedback before writing the 2023-2024 SPSA on February 23, 2023. School Site Council ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important): - Tier II reading intervention: 4.2 - Professional Learning opportunities (ELA, ELD, and Math): 4.4 - Math CCI work: 4.8 - ELPAC assessors: 4.8	2 ELAC: ELAC members gave feedback after writing the 2023-2024 SPSA on February 24, 2023. ELAC input centered around additional academic and social-emotional supports for students.	3 Staff: Staff shared feedback on adjustments to 2022-2023 SPSA via PLCs, where members completed a Needs Assessment and request to Admin on February 28, 2023. Staff 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: 4.9 - Increasing Professional Learning for ELA and Math: 4.5 - ELPAC assessors: 4.8
---	--	---

Action 1

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

Action Details:

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

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

Kinder - Second Grade Plan:

Data reviewed for all students in the area of English Language Arts and English Language Development will focus on Foundational Skills in grades Kinder-2. Data used to monitor all student progress in this grade span will include:

- 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 will be assessed every 6 weeks
- 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 1-6) in 6-week cycles
- Informal classroom observations, providing high-leverage feedback to support instruction
- Student/Teacher goal setting and monitoring in six-week cycles
- 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
- Wonders weekly, quarterly, and End-of-Unit Assessment
- Bi-monthly TST meetings for identified Tier II students

Owner(s):

- Teachers
- Academic Teacher
- Instructional Lead Team
- PLC Team including Lead Teacher
- Paraprofessional Instructional Assistants
- Teaching Fellows
- Administration
- Targeted Supports Team

Timeline:

- Ongoing
- Ongoing
- Monthly
- Weekly
- Daily
- Daily
- Ongoing

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

Third - Sixth Grade 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 quarterly 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 1-6) in 6-week cycles
- Informal classroom observations, providing high-leverage feedback to support instruction
- Student/Teacher goal setting and monitoring in 6-week cycles
- 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
- Wonders weekly, quarterly, and End-of-Unit Assessment
- Bi-monthly TST meetings for identified Tier II students

Owner(s):

- Teachers
- Academic Teacher
- Instructional Lead Team
- PLC Team including Lead Teacher
- Paraprofessional Instructional Assistants
- Teaching Fellows
- Administration
- Targeted Supports Team

Timeline:

- Ongoing
- Ongoing
- Monthly
- Weekly
- Daily
- Daily
- Ongoing

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
 - BPST
 - i-Ready
 - ELPAC
 - SBAC
 - 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
- 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

- Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, Comprehension, and Foundational Skills (K-3rd Grades) via a push-in model
- Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, and Comprehension via a pull-out model
- Academic Teacher to provide training to Teaching Fellows, and monitor progress of Response to Intervention
- Supplementary contracts for Certificated and Classified for after-school tutoring
- Substitutes for SST and IEP meetings and for Professional Learning Opportunities
- Substitutes for teacher planning and/or peer observations
- Academic Coach to support RTI program through training and classroom support for teachers and Teaching Fellows

Resources, Materials, and Supplies

- ELA Guaranteed and Viable Curriculum Resources and Materials
- Other materials and supplies that support instruction, including graphics & technology/equipment
- Materials and supplies to support parent participation
- Direct Maintenance and Repairs
- Incentives to motivate and reward students
- Professional Learning materials for English Language Arts Professional Learning Opportunities

Specify enhanced services for EL students:

- 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 EL 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

Specify enhanced services for low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups [African American (AA), Asian, Hispanic, English Learner (EL), Socio-Economically Disadvantaged (SED), and Students with Disabilities (SWD)]:

- Foundational reading skills reading instruction will remain a focus for grades kinder- 2, as aligned by district GVC
- Targeted grade level RTI supports for students with Tier II and III needs in reading
 - Teachers will receive training in various reading assessments and foundational skills instruction to

- 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
- support grade-level RTI in the classrooms
 - Teaching Fellows will receive training in various reading assessments and foundational skills support from the Academic Teacher to support grade-level RTI in the classrooms
 - After-school tutoring opportunities will be offered to selected EL, Hispanic, SED, SWD, and AA students
 - 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

Action 2

Title: Mathematics (Kindergarten-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 - 6 will grow one grade level or beyond in math proficiency.

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

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
 - BPST
 - i-Ready
 - ELPAC
 - SBAC
 - Attendance rates (current and historical)
 - Msbehavior 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
- RSP Teacher
- Resource Counseling Assistant
- Psychologist
- SLP

Timeline:

- Bi-monthly

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)
- 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
- Student/Teacher goal setting and monitoring in six-week cycles
- 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
- IPG Data Reports: Mathematics (Tenets 2B and 3 - Challenging Content and Student Ownership)
- iReady personalized lessons (all grades)
- Reflex Math to build math fluency (1-6)
- Monthly TST meetings for identified Tier II students

Owner(s):

- Teachers
- Students
- PLC Team including Lead Teachers
- Academic Teacher
- Paraprofessional Instructional Assistants
- Teaching Fellows
- Administration

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)

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 Professional Learning Opportunities
- Substitutes for teacher planning and/or peer observations
- Academic Teacher to provide Instructional Coaching Cycles for Kindergarten-6th Grades (Plan, Co-teach, Teach, Reflect)
- Grades 5 and 6 will begin Math Lesson Design (MLD) model using GoMath and SWUN materials to support instruction

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
- Materials and supplies for professional learning

Specify enhanced services for EL students:

- Designated ELD Time integrated into a protected daily timeframe in the daily schedule for every grade level.
- Academic discourse to assist English learners to develop 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

Specify enhanced services for low-performing student groups:

Supports for SWD and other low-performing student groups

- Quarterly IABs and CFAs and weekly PLC collaboration
- After school tutoring
- Progress monitoring
- Targeted RTI

- Data chats

Action 3

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

Action Details:

Turner Elementary will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing Redesignation based on Language Proficiency Levels on ELPAC. Students will have reading and language development intervention using a comprehensive targeted approach.

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 1-3 students (3 times a year)
 - All 4-6 students (as needed/desired)
 - At-risk 1-6 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 teacher

Owner(s):

- Administration
- Teachers
- Instructional Leadership Team
- Academic Coach
- Administration
- InterAct Fellows
- 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 InterAct Fellows funded by English Language Services Department, to support Academic Response to Intervention (Tier 1 & 2) in Speaking, Listening, Reading, Writing Domains, and Vocabulary Development/Language Acquisition

- 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:

- Designated and Integrated ELD embedded in each lesson
- ELA/ELD Standards: Part I and Part II
- WestED Keystone Pedagogies
- Explicit Instruction on Academic Discourse
- Explicit Instruction on Writing
- Learning Engagement Zone (ZPD)
- Culturally Responsive Teaching and the Brain
- Redesignation celebrations
- ELPAC Assessors
- Home School Liaisons to support and communicate with parents

Specify enhanced services for low-performing student groups:

- After school tutoring
- Targeted RTI
 - small group instruction with Leveled Readers and use of sound spell cards
- Quarterly IABs and CFAs and weekly PLC collaboration
- Progress monitoring

2023-2024 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 G1 Action 1-3. Split with 7091 and 7090	69,870.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement (no food or incentives)	2,220.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			2x10 subs for SST/IEP	4,038.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for tutoring/data chats	4,588.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Gimkit School license; also support G1A1-3	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & supplies to support academics (ie, Office Depot, Vallarta, Amazon, etc)	86,794.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and updates	100.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1 A1-3. Split with 3010 and 7090	13,892.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs (technology and site)	5,200.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,392.00
G1A1	One-time School	Instruction	Teacher-Supp			Substitutes for Planning day; supports G1A1-3	3,978.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental contracts for lead teacher planning	2,094.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Reclassification dinner	1,000.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A3; also supports G1A1&3. Split with 3010 and 7091	51,360.00

\$253,526.00

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 %	84.25 %	2022-2023	90 %

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 recently began providing students with weekly club opportunities. We have also provided several in-person field trips on and off campus to demonstrate workforce and culture opportunities in our community. We fell short of our target of 5.75%.

In the Spring Climate and Culture Survey, we discovered a disconnect between each subgroup when responding to the following questions:

1. My school teaches lessons in ways that connect to my life.
 - Students: 71% favorable
 - Staff: 89% favorable
 - Families: 85% favorable
2. Students at this school are prepared for life with real-world experiences:
 - Students: 85% favorable
 - Staff: 86% favorable
 - Families: 80% 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

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 to attend 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 tutoring opportunities did not begin until the second semester due to minimized interest from staff in supervising the clubs.

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 2023/24 SPSA.

Turner will look to increase after-school club options by using more classified staff to create and sponsor club options. We will also explore opportunities for outside organizations (Rotary Club, Lion's Club, etc.) to offer more real world experiences inside the classrooms.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: We communicated regularly with School Site Council, meeting once a quarter to obtain information from all stakeholders in our academic and SEL progress toward attainment of our goals. Turner's SSC gave feedback before writing the 2023-2024 SPSA on February 23, 2023. School Site Council ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important): - Providing access to after-school clubs: 4.8 - Providing access to after-school sports: 4.8 - Reestablishing Academic Awards: 5.0	2 ELAC: ELAC members gave feedback before writing the 2023-2024 SPSA on March 24, 2023. ELAC ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):	3 Staff: Staff shared feedback on adjustments to 2022-2023 SPSA via PLCs, where members completed a Needs Assessment and request to Admin on February 28, 2023. Staff ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important): - Providing access to after-school clubs: 5.0 - Providing access to after-school sports: 5.0 - Reestablishing Academic Awards: 4.7
---	--	--

Action 1

Title: Social/Emotional & Real-World Learning, & Cultural Awareness

Action Details:

Turner Elementary will create and provide opportunities for students to build character, develop social-emotional competencies, and be exposed to a variety of real-world experiences using a combination of explicit SEL-based instruction and real-world experiences.

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

- Assemblies with Guest Speakers and Volunteers (academic/enrichment focus)
- Participation and attendance in Schoolwide activities (Pastries for Parents, Grandparents Day, Food Festival Night), etc.
- Monitor student attendance
- Field Trip participation rate
- Clubs/Tutoring and other student support programs attendance rates
- After School Program participation rates
- Panorama Student Surveys
- SEL Surveys
- Behavior reports, suspension/expulsion rates
- Class Meeting and SEL Lesson Verification data
- 3:1 Ratio of adult positive interactions with students data collection

Owner(s):

- TST Team
- Climate and Culture Team
- Instructional Leadership Team
- Activity Sponsors
- Intervention Specialist
- Resource Counseling Assistant
- Restorative Practices Counselor
- PLC Teams
- Teachers
- Parents
- Students

Timeline:

- Daily
- Weekly
- Monthly
- Yearly

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

School Personnel

- Home School Liaisons (Spanish)/RCA
- Academic Coach
- Certificated and Classified Supplemental Contacts for Student Engagement activities and participation in schoolwide connection clubs
- TST Team
- All4Youth counseling services
- Project Access
- Translators (Spanish, Hmong, ASL)

Resources, Materials, and Supplies

- Guest Speakers and Volunteers (Junior Achievement and other community organizations)
- Resources, technology, materials, and supplies that support Social/Emotional Learning, School/ Climate Culture, student engagement
- Purchase orders for awards and incentives to celebrate academics, improved behaviors, etc.
- Purchase orders for Spirit wear for students and staff to create a sense of belonging and a welcoming environment (welcome packet) for new students
- Field Trips and direct transportation
- Direct Maintenance and Repairs
- Materials and supplies for Care and Connect Center (Tiger Den)
- Continuing partnership with All4Youth counseling services to support SEL needs as determined by TST
- Continuing partnership with Project Access social worker to support homeless and foster youth

Specify enhanced services for EL students:

- 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

Specify enhanced services for low-performing student groups:

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

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

- Home School Liaison (Spanish)
- Engagement clubs that are culturally diverse
- TST process to identify other support services with SST meeting after TST suggestions have been exhausted

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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8125	Positive behavior supports students with Tier 2 and 3 needs	60,572.00

\$60,572.00

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	✓	45 %	42.66 %	2022-2023	42.06 %
Suspension Rate - Semester 1	✓	1 %	2.58 %	2022-2023	2.25 %

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 began developing a foundational intervention that will promote a higher attendance rate, post-pandemic. 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 TST to identify students at risk (academically/behaviorally/socially)
- Home School Liaison communication (phone calls and home visits) to support TST students identified as Truancy Level 3
- 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

Suspension Rate - Semesters 1 & 2:

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

- Re-entry meetings, with RP Counselor when possible
- 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

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:

Due to the pandemic, Turner 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:

Since returning from distance learning, Turner 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 and RP counselor in developing interventions to support these students to try to minimize the behaviors that lead to suspension.

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).

- In-person awards ceremonies were not conducted until the spring semester due to continued elevated COMD levels in the winter
- Several teachers received professional development in building positive student-to-adult relationships and further developing their understanding of the SEL curriculum

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 2023/24 SPSA.

Turner is committed to further developing the MTSS model and will hire a Resource Counseling Assistant (RCA) in response to addressing the growing SEL needs of our students. The RCA will work in tandem with our Intervention Specialist and will support students expressing Tier 2 and 3 SEL needs. The RCA and IS will become the drivers of our TST, managing the caseloads and sharing the Team's goals and actions to support students that 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 data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1

SSC:

We communicated regularly with School Site Council, meeting once a quarter to obtain information from all stakeholders in our academic and SEL progress toward attainment of our goals. Turner's SSC gave feedback before writing the 2023-2024 SPSA on February 23, 2023. School Site Council ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):

- Adding a Resource Counseling Assistant (RCA) position: 4.8
- Continuing funding for ROAR: 5
- Continuing PL for Tier I classroom engagement strategies: 4.4
- Incorporating SEL curriculum throughout the school day: 4.8

2

ELAC:

ELAC members gave feedback after writing the 2023-2024 SPSA on March 24, 2023. ELAC ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):

- 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:

3

Staff:

Staff shared feedback on adjustments to 2022-2023 SPSA via PLCs, where members completed a Needs Assessment and request to Admin on February 28, 2023. Staff ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important):

- Adding a Resource Counseling Assistant (RCA) position: 4.8
- Continuing funding for ROAR: 4.8
- Continuing PL for Tier I classroom engagement strategies: 4.1
- Incorporating SEL curriculum throughout the school day: 4.8

Action 1

Title: Suspension and Chronic Absenteeism Plan

Action Details:

Turner Elementary staff will work on building strong and meaningful relationships with students to increase their sense of belonging.

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:
- Referrals (including data) to Student Success Team - Referrals to TST 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	- Culture & Climate Team - Teachers - Targeter Supports Team - Student Success Team - OMand Office Clerk - Behavior Support Specialist (Tier I and II) - Instructional Lead Teachers	- Daily - Weekly - Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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 Engagement Data (Goal 2 & 3 participation) - 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	- Culture and Climate Team - Teachers - Targeted Supports Team - Student Success Team - Office Assistant - Parent and students - Instructional Lead Teachers	- 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 Culture and Climate components, which directly relate to suspension rates, and by increasing Office Assistant time per school day. 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 ICET process and Family Wellness Center will also be utilized, as needed, for more intensive student and family intervention.

School Personnel

- Tiered Levels of Support through Response to Intervention:
 - **Tier 1** - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, and provide prevention to proactively support student success;
 - **Tier 2 and Tier 3** - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skills-and-will supports
- Certificated and Classified Supplementary Contracts for Goal 2 activities and clubs
- Certificated Substitutes for monthly IEP and SST Meeting days and Planning and Peer Observations
- 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
- All4Youth counseling services

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:

- TST will meet biweekly to monitor EL'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 occurrences of misbehaviors, increase attendance rates and decrease 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 a benefit and advantage by including multilingual guest speakers and career professionals at school events.

Specify enhanced services for low-performing student groups:

Targeted Actions/Strategies for AA and SWD:

- 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 Learning and Culture/Climate Plan for K-6th

Action Details:

Turner Elementary will create and provide opportunities for students and staff to build positive relationships within a learning environment that is physically, intellectually, and emotionally safe.

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 supports 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 in order to receive appropriate supports.

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

Owner(s):

- TST 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

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

- School Social Worker
- Restorative Practices Coach
- Intervention Specialist
- Home School Liaisons (Hmong and Spanish)
- Academic Teacher
- 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:

Specify enhanced services for low-performing student groups:

- Bilingual Resources for parents of ELL students
 - Communications in Primary Language
 - Home School Liaisons/Translators (Hmong, Spanish, ASL, etc.)
 - TST Support (including SST)
 - Engagement clubs that are culturally diverse
- SDC students who ride the bus and are out of the area will need support and encouragement to participate in extra-curricular activities outside of the instructional day.
 - Students with Disabilities will have the same opportunities to participate in all extra-curricular activities.

2023-2024 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	5,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Field day; to improve school climate and culture	6,000.00
G3A2	Sup & Conc	Instruction	Direct Trans			Leadership field to Disneyland	5,000.00
G3A2	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified supplemental contracts to improve school climate	2,622.00
G3A2	One-time School	Instruction	Teacher-Supp			Supplemental contracts for CCT	1,262.00
G3A2	One-time School	Instruction	Mat & Supp			Materials and supplies to improve school climate. (No incentives or food)	14,798.00
G3A2	One-time School	Ancillary Services	Cls Sup-Sup			Classified supplemental contracts for planning	787.00

\$35,469.00

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	✓	100 %	71.76 %	2022-2023	87 %

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 (K-2, 3-6). PL opportunities are brought to the ILT and are then taken to the PLC.

Increase Sense of Belonging

The Climate & Culture Team developed a goal to reach 85% in the Spring Climate & Culture Survey and almost met this goal with a Sense of Belonging rate of 82%. Turner will endeavor to further increase this percentage by 5% in the fall survey.

2

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

Staff Professional Learning

Many in the staff appear to be unsure of the newer PL protocols, as the presenters are frequently not administration, but are leaders in the departments in which they are employed.

Increase Sense of Belonging

Turner's sense of belonging decreased to 72% with a new principal coming to the site, and has risen to 82% in the Spring Climate & Culture Survey.

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 Admin focused on building rapport with the staff and recognizing their efforts by providing several fellowship opportunities throughout the 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 2023/24 SPSA.

Last year's SPSA did not specify Sense of Belonging as an Action to work toward creating positive growth for the staff. The CCT made improving the site's Sense of Belonging a priority, and therefore this priority will continue to be a focus for the site. Continued efforts to focus on leading the work (academically and social-emotionally) will be pushed through the Instructional Leadership Team and the Climate & Culture Team.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: We communicated regularly with School Site Council, meeting once a quarter to obtain information from all stakeholders in our academic and SEL progress toward attainment of our goals. Turner's SSC gave feedback before writing the 2023-2024 SPSA on February 23, 2023. School Site Council ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important): - Provide funding for staff on-site community-building opportunities: 4.4 - Provide funding for staff off-site community-building opportunities: 4.2	2 ELAC: ELAC members gave feedback after writing the 2023-2024 SPSA on March 24, 2023. ELAC ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important): - Provide funding for staff on-site community-building opportunities: - Provide funding for staff off-site community-building opportunities:	3 Staff: Staff shared feedback on adjustments to 2022-2023 SPSA via PLCs, where members completed a Needs Assessment and request to Admin on February 28, 2023. Staff ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important): - Provide funding for staff on-site community-building opportunities: 4.5 - Provide funding for staff off-site community-building opportunities: 4.1
--	--	--

Action 1

Title: Staff Professional Learning

Action Details:

Turner Elementary will provide opportunities to develop professionally through self-selected and schoolwide professional development opportunities.

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 will be collected in order to provide meaningful Professional Learning to both Certificated and Classified Staff members. At the end of the 2022-2023 school year, staff will be surveyed regarding their professional learning needs (academic, Social-emotional, etc.). Through this survey, the calendar for the 2023-2024 school year for professional development will be developed through the Instructional Leadership Team.

- Exit Tickets completed from PL participants
- Staff Surveys
- iAchieve Staff Learning/ PL Attendance Reports
- Classroom Walk-Throughs for Implementation

Owner(s):

- Administration
- ILT
- District Support Team
- Academic Coach
- Certificated and Classified Staff

Timeline:

- Quarterly
- End of Year

Describe Direct Services to Staff in support of 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 Proficient Teaching
- Mandated SEL Curriculum Training
- Professional Learning, including Cultural Proficiency
- 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 Staff in support of EL students:

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

Specify enhanced services for Staff to support low-performing student groups:

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.

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

- New Leader survey results, given twice a year for the first two years of tenure
- 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 Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

Professional Learning

- To be determined, based on end of year staff survey

Resources, Materials, and Supplies which increases 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 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 Staff in support of EL students:

- developed and implemented by the Turner Staff based upon student data and staff need

Specify enhanced services for Staff to support low-performing student groups:

- developed and implemented by the Turner Staff based upon student data and staff need

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Instruction	Mat & Supp			: Staff celebrations to improve school climate	10,000.00

\$10,000.00

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	✓	100 %	89.56 %	2022-2023	90.66 %

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

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 acquired a 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
- Due to the pandemic risks early in the academic school year, academic in-person celebrations were switched to virtual celebrations from the classrooms.

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 2023/24 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 data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: We communicated regularly with School Site Council, meeting once a quarter to obtain information from all stakeholders in our academic and SEL progress toward attainment of our goals. Turner's SSC gave feedback before writing the 2023-2024 SPSA on February 23, 2023. School Site Council ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important): • Providing parent involvement opportunities (i.e. carnival, food truck frenzy, Pastries with Parents, etc.): 5.0 • Providing parent involvement opportunities (i.e. Parent Engagement Hour, Parent University learning modules, Back to School Night, Open House, etc.): 4.2	2 ELAC: ELAC members gave feedback after writing the 2023-2024 SPSA on March 24, 2023. ELAC ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important): • 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.):	3 Staff: Staff shared feedback on adjustments to 2022-2023 SPSA via PLCs, where members completed a Needs Assessment and request to Admin on February 28, 2023. Staff ratings were as follows, based on a Likert scaling from 1 (least important) to 5 (most important): • Providing parent involvement opportunities (i.e. carnival, food truck frenzy, Pastries with Parents, etc.): 4.3 • Providing parent involvement opportunities (i.e. Parent Engagement Hour, Parent University learning modules, Back to School Night, Open House, etc.): 4.8
---	---	---

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. 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
- Title 1 Needs Assessments
- Parent Surveys and input from ELAC and SSC
- Staff Surveys (Panorama)

Owner(s):

- OMand Office Clerk
- Teachers
- Homeschool Liaisons
- Community Liaison
- Culture and Climate Team
- TST Team

Timeline:

- Panorama Surveys (Fall and Spring)
- Title 1 Needs Assessment (Beginning of year)
- Mnimum 4 Møetings (SSC and ELAC)

Describe Direct Services to Families in support of 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)
- Child Care for parents attending meetings on campus
- Certificated and Classified Supplemental Contracts for Family Nights and parent training
- Home School Liaison for parent primary language communication
- 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, Reclassification 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 Families of EL students:

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

Specify enhanced services for Families of low-performing student groups:

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

2023-2024 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	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to support parent involvement (ie, Vallarta, Office Depot, etc)	1,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.4375	Community Liaison to increase parent involvement, communication, and partnership.	23,041.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time for HSL and Comm Liaison	1,313.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time for HSL and translation for P/T Conferences	1,311.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage (Admin, HSL, and office staff)	750.00

\$28,415.00

2023-2024 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 G1 Action 1-3. Split with 7091 and 7090	69,870.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement (no food or incentives)	2,220.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			2x10 subs for SST/IEP	4,038.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for tutoring/data chats	4,588.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Gimkit School license; also support G1A1-3	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & supplies to support academics (ie, Office Depot, Vallarta, Amazon, etc)	86,794.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and updates	100.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1 A1-3. Split with 3010 and 7090	13,892.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs (technology and site)	5,200.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,392.00
G1A1	One-time School	Instruction	Teacher-Supp			Substitutes for Planning day; supports G1A1-3	3,978.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental contracts for lead teacher planning	2,094.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Reclassification dinner	1,000.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A3; also supports G1A1&3. Split with 3010 and 7091	51,360.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8125	Positive behavior supports students with Tier 2 and 3 needs	60,572.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Celebrations and rallies, also supports G1 & G2	5,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Field day; to improve school climate and culture	6,000.00
G3A2	Sup & Conc	Instruction	Direct Trans			Leadership field to Disneyland	5,000.00
G3A2	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified supplemental contracts to improve school climate	2,622.00
G3A2	One-time School	Instruction	Teacher-Supp			Supplemental contracts for CCT	1,262.00
G3A2	One-time School	Instruction	Mat & Supp			Materials and supplies to improve school climate. (No incentives or food)	14,798.00
G3A2	One-time School	Ancillary Services	Cls Sup-Sup			Classified supplemental contracts for planning	787.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Staff celebrations to improve school climate	10,000.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to support parent involvement (ie, Vallarta, Office Depot, etc)	1,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.4375	Community Liaison to increase parent involvement, communication, and partnership.	23,041.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time for HSL and Comm Liaison	1,313.00

G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext	Extra time for HSL and translation for P/T Conferences	1,311.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag	Mileage (Admin, HSL, and office staff)	750.00
					\$387,982.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$72,090.00
Sup & Conc	7090	\$234,221.00
LCFF: EL	7091	\$58,752.00
One-time School	7099	\$22,919.00
Grand Total		\$387,982.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$253,526.00
G2 - Expand student-centered and real-world learning experiences	\$60,572.00
G3 - Increase student engagement in their school and community	\$35,469.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$10,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$28,415.00
Grand Total	\$387,982.00