


**Turner Elementary**

10621666006522

Principal's Name: Steve Gettman

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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<b>District Goals</b>	
<p>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.</p>	
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**



<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Steve Gettman	X				
2. Chairperson - Michael Lujan				X	
3. Vice Chairperson -					
4. Secretary - Kandace White				X	
5. District Advisory Committee (DAC) Representative - Lee Vang		X			
6. Anthony Roach		X			
7. Michelle Costello		X			
8. Stacy Lawrence			X		
9. Trina Torres				X	
10. Rachel Mendoza				X	
11. Rita Villa				X	
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

**Required Signatures**

<b>School Name:</b>			
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	Steve Gettman		4/6/22
SSC Chairperson	Michael Lujan		4/6/22

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 2022/23

Turner - 0460

**ON-SITE ALLOCATION**

3010	Title I	\$64,935 *
7090	LCFF Supplemental & Concentration	\$218,090
7091	LCFF for English Learners	\$57,200
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$119,215</u>
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$459,440</b>

* 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	\$2,220
Remaining Title I funds are at the discretion of the School Site Council	<u>\$62,715</u>
Total Title I Allocation	\$64,935

## Turner Elementary 2022-2023 - 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			5.04 %	2020-2021	6.14 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		20.87 %	2021-2022	22.07 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		15.19 %	2021-2022	17.29 %

**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.

#### I-Ready ELA D2 Proficiency

In the 2021-2022 School year, Turner took the following actions to support these programs by:

- Consistent PLC participation in the Cycle of Continuous Improvement
- Good first instruction utilizing the GVC along with ELD standards and Instructional Practice Guide (IPG)
- Creation, analysis, and implementation of 2-3 Common Formative Assessments per quarter in ELA
- Differentiated classroom instruction by teacher
- Afterschool tutorials by teachers
- Implementation of effective strategies such as Guided Reading and WestEd Keystone pedagogies
- Independent practice
- California Teaching Fellows in the first-grade classrooms to support student learning in foundational skills
- Instructional Paraprofessionals, guided and supervised by Resource Teacher, supporting differentiated instruction and intervention in the classroom.

#### I-Ready Math D2 Proficiency

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

#### I-Ready ELA D2 Proficiency

Coming back from the COVID-19 global pandemic and the state's shutdown measures from 2020-2021, the district implemented a longer school day during the first semester of 2021-2022 to make up for the learning loss but the virus still provided challenges for many students and affected attendance and consistency. The longer day and after-school tutoring afforded extra time but students struggled with the endurance needed to complete the iReady. With quarantines, students' momentum was disrupted and some students dealt with connectivity and technology issues, as well as environments that may have lacked the support needed for students' academic growth. The growth from the iReady D1 and D2 is significant but D2 proficiency is still lower than years prior to the pandemic.

#### I-Ready Math D2 Proficiency

Coming back from the COVID-19 global pandemic and the state's shutdown measures from 2020-2021, the district implemented a longer school day to catch up and eliminate the learning gap but the virus still provided challenges for many students and affected attendance and consistency. The longer day and after-school tutoring afforded extra time but students struggled with the endurance needed to complete the

The actions taken by staff to support the implementation of this program include:

- Consistent PLC participation in the Cycle of Continuous Improvement
- Good first instruction utilizing the GVC along with ELD standards and Instructional Practice Guide(IPG)
- Creation, analysis, and implementation of 2-3 Common Formative Assessments per quarter in Mathematics
- Differentiated classroom instruction by teacher
- Afterschool tutorials by teachers
- Implementation of effective strategies such as ReflexMath and GoMath
- Independent practice
- California Teaching Fellows in the first-grade classrooms to support student learning in foundational skills
- Instructional Paraprofessionals, guided and supervised by Resource Teacher, supporting differentiated instruction and intervention in the classroom.

**ELPAC - percentage of students who scored 4**

The actions taken to support program implementation include:

- Good first instruction utilizing the GVC along with ELD standards and Instructional Practice Guide(IPG)
- Inter-Act Fellows for RTI in the afternoon
- Professional Learning Communities (PLCs) participating in the Cycle of Continuous Improvement
- PLC Teams developing Common Formative Assessments to identify mastery of essential standards and analyzing CFAs and student products for alignment with standards
- Ensuring an Aligned Instructional System with the use of SBAC Claims and Targets and Interim Assessment Blocks
- After school tutoring support for English Language Learners

iReady. With quarantines, students' momentum was disrupted and some students dealt with connectivity and technology issues, as well as environments that may have lacked the support needed for students' academic growth. The growth from the iReady D1 and D2 is significant but D2 proficiency is still lower than years prior to the pandemic.

**ELPAC - percentage of students who scored 4**

Coming back from the COVID-19 global pandemic and the state's shutdown measures from 2020-2021, the district implemented a longer school day to catch up and eliminate the learning gap but the virus still provided challenges for many students and affected attendance and consistency. The longer day and after-school tutoring afforded extra time but students struggled with the endurance and attendance. With quarantine procedures in place, students' momentum was disrupted and some students dealt with connectivity and technology issues at home, as well as environments that may have lacked the support needed for students' academic growth.

**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).

Most actions were implemented except funds that had been set aside to provide subs for teacher planning days or SSTs; due to the sub shortage, we were unable to provide subs for these events.

**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 2022-23 SPSA.

Still facing COVID-19 global pandemic challenges and learning loss, students in all grades will need additional supports to help ensure they are at grade level. Turner Elementary will hire Certificated Tutors and additional Teaching Fellows to support students in their learning and to help assist with smaller targeted interventions. The COS Team (Coordination of Services Team) will coordinate services for those students identified as needing assistance and will monitor the progress of targeted students' academics, social-emotional growth, and attendance.

**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 SSC during scheduled meetings, one per quarter. We utilized surveys and to ask SSC members their input on current actions and suggestions for modifications for the next school year. The SSC requested more supports for Kindergarten through 2nd grade (foundational literacy skills) in order to close the achievement gap created by the pandemic. In addition, the SSC felt that additional supports (Social Emotional) were needed for many students who will return after the pandemic (Social Worker, Tier 2 Supports, etc.).

**2 ELAC:**

We communicated regularly with ELAC during scheduled meetings, one per quarter, using ELPAC, SBAC, and iReady data. We use surveys to ask ELAC members' input on current actions and suggestions for modifications to the next school year's actions. ELAC members wanted additional supports, such as tutors, for their students.

**3 Staff:**

We communicated with Turner Staff during staff meetings and presented iReady and ELPAC data. We utilized surveys and PLCs to ask staff members their input on current actions and suggestions for modifications for the next school year.

### Action 1

**Title:** English Language Arts Intervention Plan for K-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. Particular attention will be placed on Foundational Skills acquisition, and the use of Claims and Targets for the creation of meaningful assessments that reflect the concepts and skills that align to CCSS and SBAC rigor and would serve as the basis for instructional activities.

Turner Elementary will implement an academic School-wide Response to Intervention to ensure that all students receive a prescriptive intervention plan as developed by Grade Level PLC Teams. Teaching Fellows, Certificated Tutors, and a Resource Teacher will be utilized to support with Tier I and Tier II ELA literacy intervention in order to ensure that students make continuous progress and are able to demonstrate mastery of Common Core State Standards and Foundational Skills in ELA.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Data reviewed for students in the area of English Language Arts will focus on Foundational Skills Acquisition in grades K-2nd and Claims/Targets grades 3-6. Data used to monitor all student progress will include:

- FSA (Kindergarten assessment)
- BAS or other Diagnostic Assessments (Wonders)
- Grade Level Common Formative Assessments (IAB's/FIAB's)
- Literacy IPG Data Reports
- iReady (Interim Assessment Blocks)
- Foundational Skills Acquisition (K-2)
- Claims/Targets (3-6)
- Data chats with teachers
- Classroom walkthroughs, observations, feedback
- Wonders weekly, quarterly, and End-of-Unit Assessments

**Owner(s):**

- Teachers
- Students
- PLC Team including Lead Teachers
- Resource Teacher
- Paraprofessional Instructional Assistants
- Teaching Fellows
- Administration
- Certificated Tutors

**Timeline:**

- Daily/weekly on-going CFAs (benchmarks including FIABs/IABs as scheduled with Grade Level Scope and Sequence)
- Wonders Weekly, Quarterly, and End-of-Unit Assessments
- Quarterly FSA Results
- iReady Assessment Interval
- Literacy IPG (ongoing)
- Quarterly Writing Samples
- Professional Learning in ELA (see Professional Learning Calendar for 2022-2023)
- ELPAC Assessment (yearly)

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

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**School Personnel**

- Teaching Fellows and Certificated Tutors to support Academic Response to Intervention (Tier 1 & 2) in Reading, Writing, Comprehension and Foundational Skills (K-2nd Grades) via a push-in model
- Resource Teacher to provide training to Teaching Fellows and Certificated Tutors, and monitor progress of Response to Intervention
- Supplementary contracts for Certificated and Classified for after-school tutoring
- Substitutes for monthly Student Study Team meetings and for Professional Learning Opportunities
- Substitutes for teacher planning and/or peer observations
- Resource Teacher to provide Instructional Coaching Cycles for Kindergarten-6th Grades (Plan, Co-teach, Teach, Reflect)

**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 rewards student
- Professional Learning materials for English Language Arts Professional Learning Opportunities

**Specify enhanced services for EL students:**

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- 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 and Certificated Tutors
- HSL to support and communicate with parents
- ELPAC Assessors
- Quarterly EL Learner progress monitoring

**Specify enhanced services for low-performing student groups:**

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Supports for SWD and other low-performing student groups

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

## Action 2

**Title:** Mathematics Intervention Plan for Kindergarten-6th Grade

### Action Details:

Turner Elementary will provide comprehensive balanced mathematical instruction aligned to the Common Core State Standards with an emphasis on mathematical conceptual understanding that embeds the mathematical practices and procedural skills in order to support working towards a greater focus on coherence and rigor. Particular attention will be placed on the acquisition of foundational mathematical skills as well as the use of Claims and Targets for the creation of meaningful assessments that reflect the concepts and skills that align to CCSS and SBAC rigor and that would serve as the basis for instructional activities. Professional learning (training that supports teacher planning, lesson alignment, and overall instruction), with Professional Learning Communities as the drivers, the use of Common Formative Assessments, IABs, and FIABs, Performance Tasks, and RTI for identified student needs, will support learning for all students.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

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

- FSA (Kindergarten assessment)
- Diagnostic Assessments
- GoMath Assessments
- Grade Level Common Formative Assessments (IAB's/FIAB's)
- IPG Data Reports: Mathematics
- iReady (Interim Assessment Blocks)
- SBAC
- Teacher Data Chats with action plans (goal setting)

#### Owner(s):

- Teachers
- Students
- PLC Team including Lead Teachers
- Resource Teacher
- Paraprofessional Instructional Assistants
- Teaching Fellows
- Certificated Tutors
- 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 (see Professional Learning Calendar for 2021-22)

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

#### School Personnel

- Teaching Fellows and Certificated Tutors to support Academic Response to Intervention (Tier 1 & 2) in Mathematics (1st/2nd Grades) via a push-in model
- 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
- Resource Teacher to monitor progress of Response to Intervention
- Resource Teacher to provide Instructional Coaching Cycles for Kindergarten-6th Grades (Plan, Co-teach, Teach, Reflect)

#### 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 rewards 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 and Certificated Tutors
- Home School Liaison to support and communicate with parents
- ELPAC Assessors
- Quarterly EL Learner progress monitoring
- Data chats

**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

### Action 3

**Title:** ELD Instructional 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, Language Proficiency Levels on ELPAC, and on-going Common Formative Assessments. Student learning and supports will be implemented to intervene when students struggle as well as to deepen and extend learning. Turner will continue to collaborate with English Learner Services, to create a positive and culturally responsive learning environment, observe students closely to provide planned and just-in-time scaffolding, and foster Academic Discourse, Academic Language Acquisition, Literacy Skills, Writing Development, and Interactive Reading around complex texts and content.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

- ELPAC
- RFEP Quarterly Monitoring
- ELPAC Progress Report
- English Learner Redesignation Goal Setting Report
- iReady
- Number and percentage of Long Term English Learners (LTEL)
- FSA (Kindergarten assessment)
- Grade Level Common Formative Assessments (IAB's/FIAB's)
- IPG Data Reports: Literacy and Mathematics
- Data Chats with teachers

**Owner(s):**

- Teachers
- Instructional Leadership Team
- Resource Teacher
- Administration
- Department of EL Services
- ELD Instructional Coaches
- PLC Teams and Lead teachers

**Timeline:**

- IAB Assessments (quarterly)
- iReady (3 per year)
- Common Formative Assessments (ongoing)
- ELPAC (yearly)
- Kindergarten Assessment Data (quarterly)
- Daily Checking for Understanding

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

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**School Personnel**

- ELPAC Assessors (funding for district and/or site supplemental contracts)
- Afterschool Teaching 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 Speaking, Reading, Writing, Vocabulary, Comprehension, and Foundational Skills
- Home School Liaisons (Hmong and Spanish)
- Supplementary contracts for Certificated and Classified (Tutoring, Language Team)
- Substitutes for monthly Student Study Team meetings, PL, & Language Team Meetings
- Substitutes for teacher planning and/or peer observations
- Resource Teacher to monitor the progress of Response to Intervention 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
- Redesignation 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:

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- Designated and Integrated ELD embedded in each lesson
- ELD/ELA 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:

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

# 2022-2023 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	Teacher-Regu	Tutor	0.4375	Also supports G1 Action 2 and 3	40,213.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			2x10 subs for SSTs *No IEPS*	4,055.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring **No IEPs**	3,715.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies for students (no food or incentives)	2,434.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3747	Also supports G1 Actions 2 and 3	34,441.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support academics. Supports G1 A1-3	49,215.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1 Action 1-3. Split with 7090/7099	82,065.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs (technology and site)	200.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0628	Also supports G1 Actions 2 and 3	5,772.00
G1A1	One-time School	Instruction	Nc-Equipment			: Also supports G1 A2-3	60,000.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1 Action 1-3. Split with 7090/7099	59,215.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology and upgrades. Supports A1-3	10,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			*Other* : Gimkit School License; also supports G1A1-A2	1,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & supplies to support academics. Also supports A1&3	28,069.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology and upgrades. Also supports A1-3	100.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Maintenance and repairs (technology and site)	5,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,428.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support academics.	6,260.00

**\$399,182.00**

**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	✓		83.17 %	2021-2022	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.

Turner staff will ensure a school and classroom culture that promotes a growth mindset approach and embed learning opportunities to gain social-emotional skills that will help them manage challenging situations. Turner will also continue virtual field trips, physical field trips when possible, to expose students to real-world experiences and careers. Teachers and staff will schedule field trips early and communicate with parents the importance of exposure to real-world experiences.

The Culture and Climate Team was able to use data from surveys to implement more opportunities for peer-to-peer connections.

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

- Illness or fear of illness kept students from attending field trips
- Pandemic still affected scheduling of some field trips or other real-world experiences in the first semester, and sports were canceled for the majority of the 2021-2022 school year

**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).

Due to the COVID-19 pandemic, we were unable to hold school-wide activities such as sports, festivals, assemblies with guest speakers, and parent engagement activities. The extended school day for the first semester and optional tutorial time provided by the district also made it challenging for teachers to be able to advise clubs or coach sports.

**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 2022-23 SPSA.

Using data from student surveys, Turner will look to increase field trips for students and expand student-centered and real-world learning experiences.

**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 SSC during scheduled meetings, one per quarter. We utilized surveys and to as SSC members their input on current actions and suggestions for modifications for the next school year.

**2** ELAC:

We communicated regularly with ELAC during scheduled meetings, one per quarter, using ELPAC, SBAC, and iReady data. We used surveys to ask ELAC members' input on current actions and suggestions for modifications to the next school year's actions. ELAC members wanted additional supports, such as tutors, for their students.

**3** Staff:

We communicated with Turner Staff during staff meetings and presented iReady and ELPAC data. We utilized surveys and PLCs to ask staff members for their input on current actions and suggestions for modifications for the next school year.

### Action 1

**Title:** Social/Emotional Learning and Cultural Awareness

Action Details:

Turner Elementary will create and provide opportunities for students to build character, self-competencies, and be exposed to a variety of real-world experiences. Turner staff will ensure a school and classroom culture that promotes a growth mindset approach and embed learning opportunities to gain social-emotional skills that will help them manage challenging situations. All students will demonstrate a sense of belonging and will be encouraged to participate in a broad range of field trips, arts, activities, and athletics. Students will also be invited to participate in assemblies and rallies to promote academic recognition in district benchmarks and state tests. Supplementary pay contracts will be offered to Certificated and Classified Staff to instruct and supervise students participating in clubs or activities. Teachers will also plan and lead weekly class meetings, where a variety of topics will be discussed to ensure that students feel emotionally safe, treated fairly, and respected at school. Turner staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions. Turner Elementary will focus on increasing students' social-emotional engagement by implementing more than a character-building curriculum. We will strive to:

- Improve the Cultural Proficiency of the school
- Create a welcoming environment
- Build meaningful relationships
- Create invitational teaching
- Use Restorative Practices

In addition to that, Turner Elementary will have a Care and Connect Center where students who are struggling to make connections with others or with behavior issues have a place to go to receive social-emotional support, for alternative recess, or as an alternative to suspension placement. The COS Team will manage the Care and Connect Center under the supervision of the administration team.

**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)
- Monitor student attendance
- Field Trips
- Clubs/Tutoring and other student support programs
- After School Program
- 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):**

- COS Team
- Climate and Culture Team
- Instructional Leadership Team
- Activity Sponsors
- Teachers
- Parents
- Students
- PLC Teams

**Timeline:**

- Daily
- Weekly
- Monthly
- Yearly

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

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**School Personnel**

- Home School Liaisons (Spanish/Hmong)
- Resource Teacher
- Certificated and Classified Supplemental Contacts for Goal 2 Activities and Participation in Schoolwide Connection Clubs
- COS Team
- Translators (Spanish, Hmong, ASL)

**Resources, Materials, and Supplies**

- Guest Speakers and Volunteers
- Resources, technology, materials, and supplies that support Social/Emotional Learning, School/ Climate Culture, student engagement (Goal 2 activities)
- Purchase orders for awards and incentives to celebrate academic, 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)

**Specify enhanced services for EL students:**

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- Awards and incentives will be used to recognize student achievement along the ELD Proficiency Level Continuum including a recognition dinner for those students being redesignated.
- Translators (Spanish, Hmong, ASL)
- Bilingual Resources for parents
- Home School Liaisons (Hmong and Spanish)
- Engagement clubs that are culturally diverse
- SST process to identify other support services

**Specify enhanced services for low-performing student groups:**

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PrimarySDC 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 PrimarySDC students during school hours led by Leadership Club.

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

School Psychologist social-emotional support for students in need.

# 2022-2023 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	Instruction	Mat & Supp			: Materials and Supplies for Clubs	5,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Bitwise Industries, Inc. : Supports real-world experiences	3,000.00

**\$8,000.00**

**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	✓		54.38 %	2021-2022	45 %
Suspension Rate - Semester 1	✓		1.72 %	2021-2022	1 %

**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**

- Attendance Clerk reaching out to parents to verify attendance daily
- TSI Chats School-Wide Celebrations
- Power BI Misbehavior, ATLAS Behavioral Report, Suspension, and Expulsion Data was used by COS Team to Identify students at Risk (Academically/Behaviorally/Socially)
- Student of the Month Awards
- Community building Celebratory Weeks were limited to pandemic restrictions
- Rewards and Incentives for improved academics and citizenship were done virtually
- Spirit wear for all students and staff to increase their sense of belonging
- Home School Liaison communication and home visits as needed but were limited due to pandemic
- COS Team to check-ins with targeted students
- SSTs were limited due to substitute availability

**Suspension Rate - Semester 1 and 2**

- Reentry process, with RP Counselor when possible

**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**

- Inconsistent and unreliable internet connectivity for some families
- Inconsistent parent support and follow-through
- COVID-19 infections or close contacts
- Emergency Card information and ATLAS not updated

**Suspension Rate - Semester 1**

- There were thirteen suspensions total during Semester 1, five of which were by the same student.

**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).

Due to the COVID-19 pandemic:

- assemblies and celebrations were eliminated in the physical sense but Turner was still able to celebrate students with certificates and vouchers as prizes.

- Funds that were allocated for field trips were reallocated as teacher stipends for virtual clubs and supplies for clubs.
- COS Team met bi-weekly but not all members were hired or able to attend due to pandemic and district reallocation of resources (no Tier 1, Tier 2, and limited Restorative Practice Counselor support). This also decreased the effectiveness of student support.
- Awards and recognition were modified for pandemic (no in-person celebrations).
- Spirit wear was distributed at beginning of school year.
- SSTs were limited due to lack of substitutes and could only be held after school.
- Ensure that mandated SEL curriculum has been implemented and staff training provided for 2nd Step, Class Meetings, Bullying Prevention, etc.

**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 2022-23 SPSA.

We will continue to use the current metrics for identifying chronic absenteeism in order to support students in their learning, In addition to the above Actions we will:

- increase the number of Teaching Fellows, as well as hire Certificated Tutors to provide Academic and Social-Emotional Learning support in grades K-6
- Specifically target priority subgroups; African-American Students, Students with Disabilities, Homeless and Foster Youth in the areas of connectedness (absenteeism) and suspension rates.
- Provide additional monies for student incentives and recognition that involve attendance (improvement) as well as behavior.
- Review and update student-wide R.O.A.R.S. Expectations using student voice within the process.
- Provide clubs, activities, and assemblies that reflect the diversity of our students and community.

**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 SSC during scheduled meetings, one per quarter. We utilized surveys and to ask SSC members their input on current actions and suggestions for modifications for the next school year.

**2** ELAC:

We communicated regularly with ELAC during scheduled meetings, one per quarter, using ELPAC, SBAC, and iReady data. We used surveys to ask ELAC members' input on current actions and suggestions for modifications to the next school year's actions. ELAC members wanted additional supports, such as tutors, for their students.

**3** Staff:

We communicated with Turner Staff during staff meetings and presented iReady and ELPAC data. We utilized surveys and PLCs to ask staff members their input on current actions and suggestions for modifications for the next school year.

## 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.

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 with 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 the SST where a Behavior Support Plan will be implemented to support student behavior and the ICET process will be utilized, as needed, for intervention.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

- Culture & Climate Team
- Teachers
- COST Team
- Student Success Team
- OM and Office Clerk
- Behavior Support Specialist (Tier I and II)
- Instructional Lead Teachers

Timeline:

- Daily
- Weekly
- Monthly

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

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

- ATLAS Engagement Data (Goal 2 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.
- Student of the Month
- Birthday recognition
- Schoolwide and classroom Contests
- Special Lunch
- Rewards/incentives for Parents
- School-Wide Assemblies and Celebrations that celebrate diversity
- Spirit wear for all students and staff to increase sense of belonging and promote school spirit
- Rewards and Incentives for improved behavior and attendance

Owner(s):

- Culture and Climate Team
- Teachers
- COST Team
- Student Success Team
- Office Clerk
- Parent and students
- Instructional Lead Teachers

Timeline:

- weekly,
- monthly
- quarterly

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

**School Personnel**

- Tiered Levels of Support through Response to Intervention: **Tier I** - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, 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 skill and will supports

- Certificated and Classified Supplementary Contracts for Goal 2 activities and clubs
- Certificated Substitutes for monthly Student Study Team Meetings and Planning and Peer Observations
- Use of COST to directly implement and monitor services for academic, behavioral, and social-emotional supports for all students with emphasis on our **Students with Disabilities, African American, LTELs, ELLs, Asian, Hispanic, Homeless, and Foster Youth**
- HSL and Office Assistant additional time to support the monitoring and contact of students with chronic absenteeism
- Translators/babysitting provided for parent meetings/trainings

#### 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 that promote student and community diversity

#### Specify enhanced services for EL students:

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- COST 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.
- COST will identify 2021-2022 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:

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Targeted Actions/Strategies for AA and SWD:

- COST 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.
- COST will identify 2021-2022 EL students with chronic absences and misbehaviors. Student site support services meeting goals will be recognized and celebrate 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.
- 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:

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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. Students will demonstrate a sense of belonging that carries over into academics and the completion of High School. All students will be encouraged to participate in a broad range of Arts, Activities, and Athletics including Engagement Clubs. Students will have the opportunity to participate in Assemblies, and Rallies to promote our diverse student and community population. The Turner staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1). Strong scientific research evidence demonstrates that increased student connection to school creates a sense of belonging that carries over onto academics and the completion of High School and beyond. Turner Elementary will focus on increasing students' social-emotional engagement by implementing more than a character-building curriculum. We will :

- Fully Implement our District's SEL Curriculum (2nd Step, Bullying Prevention, Class Circles/Meetings, etc.) Improve the Cultural proficiency of the school
- Create a welcoming environment
- Build Meaningful Relationships through diverse activities

- Use Restorative Practices strategies to address areas of conflict
- Utilize a "Cool Down" space in the classroom to maximize classroom time.

In addition, Turner Elementary will have a Tiger Den (Care and Connect Center) where students who are struggling to make connections with others or with behavior issues have a place to go to receive social-emotional support, for alternative recess, or as an alternative to suspension placement. The Tiger Den under the supervision of the COST Team and Culture & Climate Team. as well as assigned support staff.

**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 COST Team and used to provide additional supports or changes to intervention implementation. The COST 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):

- COST Team
- Climate and Culture Team
- ILT
- Teachers

Timeline:

- data review b-weekly/monthly

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

**School Personnel**

COST, 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
- Home School Liaisons (Hmong and Spanish)
- Resource 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:

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- Bilingual Resources for parents of ELL students
- Communications in Primary Language
- Home School Liaisons/Translators (Hmong, Spanish, ASL, etc.)
- COST Support (including SST)
- Engagement clubs that are culturally diverse

Specify enhanced services for low-performing student groups:

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- 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.

# 2022-2023 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
G3A2	Sup & Conc	Instruction	Direct Trans			Leadership field trip to Disneyland	4,000.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Celebrations and Rallies, also supports G1A1-3	5,000.00

**\$9,000.00**

**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	✓		91.64 %	2021-2022	100 %

**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 Goal - Site Defined**  
New Goal and Action.

**Staff Survey – Overall Positive in Belonging Domain**  
SEL Survey shows a decrease in the areas for participation in the decision-making process as well as in participation in community building activities/engagement. Both areas directly affect staff retention rates due to their effect on "sense of belonging".

**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 Goal - Site Defined**  
New Goal and Action.

**Staff Survey – Overall Positive in Belonging Domain**

- Encourage entire staff to complete the survey as only 50% of staff filled out the 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).

In the 20201-2022 Academic school year, Turner had allotted funds to provide teachers with subs for planning time with their PLCs, in order to support their professional development and increase collaboration within the PLC. Due to the COVID-19 pandemic and new district schedule that allowed for planning, funds were reallocated for teacher after-school tutorial stipends and for teachers who wanted to sponsor a club. In addition, PLCs were made optional for the 2nd semester. These changes greatly reduced the opportunities for staff to have participation in the decision making process.

**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 2022-23 SPSA.

For the 2022-23 School year, staff members will take a more active roll in the decision making process as it pertains to student data, instruction, and professional development needs. COST Team and Culture and Climate Teams will take a more active roll in determining supports for students as well as planning for student centered activities.

**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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<p>We communicated regularly with SSC during scheduled meetings, one per quarter. We utilized surveys and asked SSC members their input on current actions and suggestions for modifications for the next school year.</p>	<p>We communicated regularly with ELAC during scheduled meetings, one per quarter, using ELPAC, SBAC, and iReady data. We used surveys to ask ELAC members' input on current actions and suggestions for modifications to the next school year's actions. ELAC members wanted additional supports, such as tutors, for their students.</p>	<p>We communicated with Turner Staff during staff meetings and presented iReady and ELPAC data. We utilized surveys and PLCs to ask staff members for their input on current actions and suggestions for modifications for the next school year.</p>

### Action 1

**Title:** Staff Professional Learning

[Action Details:](#)

Turner Elementary will provide opportunities to develop professionally through self-selected and schoolwide professional development opportunities. By providing self-selected professional learning that is determined by teachers, we will create a community that has ownership in their learning as well as foster life-long learning. In addition, teachers who show "expertise" in learning areas will be highly encouraged to facilitate trainings that will not only enhance their capabilities but provide peer-to-peer learning.

**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 2021-22 school year, staff will be surveyed regarding their professional learning needs (academic, Social-emotional, etc.). Through this survey, the calendar for the 2022-23 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 and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

**School Personnel to Provide**

- Additional Training: Foundational Skills, Interim Assessments, SBAC Claims and Targets, PLCs, Common Core State Standards
- 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 Professional Development or Staff Services to support 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 Professional Development or Staff Services 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:** Staff Retention

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

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

- 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 and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

**Professional Learning**

- To be determined

**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 Professional Development or Staff Services to support EL students:

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

Specify Professional Development or Staff Services to support low-performing student groups:

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

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		92.11 %	2021-2022	100 %

**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**

With increased and personalized parent outreach, future incentives, and community events, we hope to also engage and increase parent participation by 50% in meetings concerning their students' academics.

**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**

- Low participation rate in School Site Council, ELAC
- Some families are lacking technology skills that would enable them to join virtual meetings and/or assist students with accessing the curriculum when quarantined

**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).

Due to the COVID-19 pandemic, all events and meetings were changed to virtual in order to meet mandated social distancing policies, therefore attendance for such meetings was limited. Virtual meetings and events held were:

- Back to School Night
- Parent Teacher Conferences
- Awards Assemblies
- IEPs
- SSTs
- Individual Parent Meetings (as needed)

Due to meetings being held virtual, expenditures for items including babysitting were not needed. There was an increase in staff time and materials/supplies used due to a variety of communication formats used (school messenger, flyers, face Book, twitter, Peach Jar, etc.

While most meetings and events were held, due to the pandemic, attendance was minimal.

**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 2022-23 SPSA.

**Goal**

To increase % of parent trainings and event participation by 25% as to be determined by sign-in sheets, as well as the Fall and Spring C&C Parent and Family Survey.

**Actions/Changes to Achieve the Goal**

- increase opportunities for parent input on classes/trainings the school site can provide parents in order to assist their children
- Provide on site trainings for parents on the use of student devices and the accessing of curriculum and other student related information
- Continue to provide outreach materials and resources for parents to assist their children with academic/behavioral and/or emotional needs (materials/supplies)
- Continue to use Parent University to support the needs of parents and families
- Continue to provide translators and/or babysitting for in-person meetings as well as incentives for those parents in attendance.
- Provide monthly "Coffee Chats" to inform parents as well as provide training and opportunities for parents to be involved in site decision-making.

**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 SSC during scheduled meetings, one per quarter. We utilized surveys to ask SSC members their input on current actions and suggestions for modifications for the next school year.

**2** ELAC:

We communicated regularly with ELAC during scheduled meetings, one per quarter, using ELPAC, SBAC, and iReady data. We used surveys to ask ELAC members' input on current actions and suggestions for modifications to the next school year's actions. ELAC members wanted additional supports, such as tutors, for their students.

**3** Staff:

We communicated with Turner Staff during staff meetings and presented iReady and ELPAC data. We utilized surveys and PLCs to ask staff members for their input on current actions and suggestions for modifications for the next school year.

**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):**

- OM and Office Clerk
- Teachers
- Homeschool Liaisons
- Culture and Climate Team
- COST Team

**Timeline:**

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

**Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:**

**School Personnel**

- COST Team to provide resources for 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 Liaisons (Hmong and Spanish) for parent primary language communication
- Parent University parent learning opportunities
- 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, Redesignation Dinner,
- Parent Conferences participation on 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 Direct Service and Opportunities for parents and families to support EL students:**

- Provide EL Parent Training on ELD Proficiency Level Continuum, ELPAC, Redesignation, 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 Liaisons (Hmong and Spanish) 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 Direct Service and Opportunities for parents and families to support low-performing student groups:**

- Home School Liaisons (Hmong and Spanish)
- Child Care
- Parent Learning Opportunities from site and Parent University
- SSTs
- ELAC

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Instruction	Direct-Graph			Graphics orders	500.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Extra time for HSL and translation for P/T Conf.	1,048.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement (No food or incentives)	2,220.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage (Admin, HSL, and Office Staff)	750.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to support parent involvement	1,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Extra time for HSL	1,048.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Redesignation dinner	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	HSL - Hmong 0.4375	17,232.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.4375	Keep Sandra Villegas 1042472	18,460.00

**\$43,258.00**

## 2022-2023 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	Teacher-Regu	Tutor	0.4375	Also supports G1 Action 2 and 3	40,213.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			2x10 subs for SSTs *No IEPs*	4,055.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring **No IEPs**	3,715.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies for students (no food or incentives)	2,434.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3747	Also supports G1 Actions 2 and 3	34,441.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support academics. Supports G1 A1-3	49,215.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1 Action 1-3. Split with 7090/7099	82,065.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs (technology and site)	200.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0628	Also supports G1 Actions 2 and 3	5,772.00
G1A1	One-time School	Instruction	Nc-Equipment			: Also supports G1 A2-3	60,000.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1 Action 1-3. Split with 7090/7099	59,215.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology and upgrades. Supports A1-3	10,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			*Other* : Gimkit School License; also supports G1A1-A2	1,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & supplies to support academics. Also supports A1&3	28,069.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology and upgrades. Also supports A1-3	100.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Maintenance and repairs (technology and site)	5,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,428.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support academics.	6,260.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Clubs	5,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Bitwise Industries, Inc. : Supports real-world experiences	3,000.00
G3A2	Sup & Conc	Instruction	Direct Trans			Leadership field trip to Disneyland	4,000.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Celebrations and Rallies, also supports G1A1-3	5,000.00
G5A1	Title 1 Basic	Instruction	Direct-Graph			Graphics orders	500.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Extra time for HSL and translation for P/T Conf.	1,048.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement (No food or incentives)	2,220.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage (Admin, HSL, and Office Staff)	750.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to support parent involvement	1,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Extra time for HSL	1,048.00

G5A1	LCFF: EL	Parent Participation	Mat & Supp			Redesignation dinner	1 000 00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	HSL - Hmong 0.4375	17,232.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.4375	Keep Sandra Villegas 1042472	18,460.00
							<b>\$459,440.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,935.00
Sup & Conc	7090	\$218,090.00
LCFF: EL	7091	\$57,200.00
One-time School	7099	\$119,215.00
<b>Grand Total</b>		<b>\$459,440.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$399,182.00	
G2 - Expand student-centered and real-world learning experiences	\$8,000.00	
G3 - Increase student engagement in their school and community	\$9,000.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$43,258.00	
<b>Grand Total</b>		<b>\$459,440.00</b>