

**Turner Elementary**

10621666006522

Principal's Name: Lisa McDannel

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

<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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 rewritten 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 - Lisa McDannel	X				
2. Chairperson - Karen Jones		X			
3. Co-Chair - Lee Vang		X			
4. Secretary - Sybil Gladden			X		
5. Jonathan Fuchs		X			
6. Lindsey Huntington				X	
7. Nancy Plata				X	
8. Patricia Arenas				X	
9. Alexis Rice				X	
10. Bertha Rodriguez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

**Required Signatures**

School Name: Turner Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Lisa McDannel		3/27/2025
SSC Co-Chairperson	Lee Vang		3/27/25

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

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

FY 2025/26

Turner - 0460

**ON-SITE ALLOCATION**

3010	Title I	\$75,624 *
7090	LCFF Supplemental & Concentration	\$236,004
7091	LCFF for English Learners	\$45,738

<b>TOTAL 2025/26 ON-SITE ALLOCATION</b>	<b>\$357,366</b>
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,192
Program Budget	\$73,432
Total Title I Allocation	\$75,624

**ESSA Assistance Status: Targeted Support and Improvement (TSI)**

## Turner Elementary 2025-2026 - SPSA Draft Edits

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

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

**School Quality Review**

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)		47.9 %	27.8 %	2023-2024	65 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		27.8 %	2023-2024	65 %
SBAC ELA - Average distance from standard	✓	64.6 pts	-69.9 pts	2023-2024	-54.9 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-159.9 pts	2023-2024	-144.9 pts
SBAC ELA - percentage of students met/exceeded standard	✓	27.5 %	21.9 %	2023-2024	27.5 %
SBAC Math - Average distance from standard	✓	66.4 pts	-81.1 pts	2023-2024	-66.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	28.5 %	17.9 %	2023-2024	28.5 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, students are not reading or performing on grade level in Math or ELA, as identified by SBAC and i-Ready results. Identified student groups are SWD and ELPI.

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

1. Students are not mastering foundational skills in ELA and math in the primary grades.
2. Students are not exposed to books before entering school.
3. The need to develop foundational skill-building for staff.
4. PLCs are still working toward using CFAs and data analysis for the fullest extent.

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

1. Tutoring/Reading Intervention for the identified students not on grade level
2. Academic Coach to provide individualized teacher and student support as identified by need
3. Feedback provided to staff to improve Tier I Tier II instructional practices
4. Professional learning (i.e.-Corwin and SWJN Math) for staff to improve Tier I Tier II instructional practices
5. Parent engagement; opportunities to give access to various resources to support student learning

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Literacy and Language Development (Preschool – 6th grade)

Partially Implemented

The actions were partially implemented. The PLCs work around CFA cycles was in the implementation phase, with some grade levels using the CFA cycle more consistently than others. Within each PLC, not all teachers use the same CFAs, making it difficult to analyze results and reteach in order to ensure mastery of the standards. Teaching and Interact Fellows were provided school wide to support RTI time, but were used differently, which lead to variable results.

### Action 2: Mathematics (Preschool-6th Grade)

Partially Implemented

The actions were partially implemented. Not all teachers use the same CFAs which does not allow for analysis to then reteach to gain mastery of the standards. Grade levels were starting to use FIABs and IABs, but each grade level was using them at different rates.

### Action 3: ELD Instructional RTI Plan for Kindergarten - 6th Grade

Partially Implemented

The actions were partially implemented. Students have not been provided direct instruction in navigating the ELPAC Summative assessment. The new Academic Coach has begun small group instruction to introduce effective strategies to improve ELPAC responses.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Literacy and Language Development (Preschool – 6th grade)

Partially Effective

The actions had a partial impact—Students with Disabilities saw a 5.3-point decrease in SBAC scores. While the data reflects a decline, we have implemented additional interventions and expect a 5% improvement in this year's SBAC results in our SWD population. We observed that 46% of our students schoolwide achieved their stretch growth in i-Ready Diagnostic 2, indicating promising student progress and potential improvement in this year's SBAC scores compared to last year.

Action 2: Mathematics (Preschool-6th Grade)

Partially Effective

The actions had a partial impact—metrics showed a 45% increase in students achieving their stretch growth in i-Ready Diagnostic 2, suggesting promising progress and potential improvement in this year's SBAC scores. When comparing SBAC scores from 2023 to 2024, all student categories moved up one bandwidth, even though the overall scores remained statistically unchanged.

Action 3: ELD Instructional RTI Plan for Kindergarten - 6th Grade

Partially Effective

The actions were partially effective, as metrics indicate that ELPI growth has remained stagnant. This year, we allocated funds and personnel to provide direct instruction for our English Learners, leading to noticeable progress. We anticipate achieving 65% making at least one level of growth in our ELPAC summative scores in 2025.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue to enhance our current efforts to support student academic growth in all three actions, as data from i-Ready Diagnostic 2 shows promising progress following the changes implemented since last year's SBAC scores.

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

SSC:

1. Ensure English Learners receive pull-out support to accurately align their abilities with summative assessment results.
2. Continue offering robust tutoring opportunities within the RTI framework, including support for Students with Disabilities.

ELAC:

1. Ensure English Learners receive pull-out support to accurately align their abilities with summative assessment results.
2. Enhance communication with English Learner families about academic performance and grades.

Staff:

1. Maintain focus group support within the RTI framework, providing small-group instruction tailored to students' individual academic needs.
2. Continue offering professional learning opportunities on data-informed instruction to enhance teaching effectiveness.

3. Enhance communication with families about academic performance and grades.

### Action 1 :

## Literacy and Language Development (Preschool – 6th grade)

### Action Details:

Turner Elementary will ensure that all students receive a rigorous and balanced literacy program, engaging them in a culture of learning with high expectations where they progress and meet grade-level standards from preschool through sixth grade. PLCs will enmesh their continuing focus on teacher clarity with the *PLC+ Five Guiding Questions*, further strengthening student learning in ELA. PLCs will use various data resources to support their decisions in making the best next steps for extension and reteaching opportunities to support student learning. Data findings will be shared with Administration in bi-annual data chats, and teachers will hold regular data chats with their students throughout the school year to ensure students understand their current academic placement, thereby increasing student buy-in to the learning process.

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

#### Tier I:

- Quality first teaching practices based on standards, student goal setting, and checking for understanding protocols
- Providing PLC supports as needed with Claims and Targets in planning and delivering high-quality lessons
- Consistently implementing the use of common formative assessments to make data-informed decisions in support of students reaching standards mastery
- Academic Coach to support RTI program through training and classroom support for teachers, Teaching Fellows and Interact Fellows
- Academic/Literacy Coach (using Equity Multiplier funds) to support writing, math and ELD programs
- Professional Learning opportunities provided by Administration and Academic Coaches in support of improving high-quality instructional practices
- All students have the opportunity to participate in district-provided enrichment study trips and college and career readiness opportunities
- All students have the opportunity to participate in Second Step weekly SEL lessons and daily morning meetings
- Office Assistant contacts parents with daily attendance concerns
- i-Ready My Path provides students with personalized learning for student growth
- Scholastic FIRST & WORD to support foundational reading skills by providing students with personalized learning
- Student Data Chats and goal setting conducted by classroom teachers

#### Tier II:

- Academic Coach to provide professional learning of Teaching & Interact Fellows to improve support learning in RTI
- Resource Counseling Assistant (RCA, using Equity Multiplier funds), Intervention Specialist (IS), and Home-School Liaison (HSL) work together to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.
- Certificated Tutor to support Academic Response to Intervention (Tier II and Tier III) in Reading, Writing, and Comprehension (1st-6th Grades) via a pull-out model using Orton-Gillingham model teaching strategies
- Interact & Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, Comprehension, and Foundational Skills (Kinder-3rd Grades) via a push-in model
- Interact & Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, and Comprehension (4th-6th Grades) via a pull-out model

#### Tier III:

- Resource Teacher to support Academic Response to Intervention (Tier III) in Reading, Writing, and Comprehension (PS-6th Grades) via a pull-out and push-in model
- Targeted Supports Team (TST) to support student concerns (academics, social-emotional, or attendance)
- Home-School Liaison (HSL) and Child Welfare Attendance Specialist (CWAS) work collaboratively to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.

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

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

## Student Groups

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

**English Learner (EL):** Dedicated Teaching Fellow to support EL students in small group instruction

**Students with Disabilities (SWD):** Additional funding for para and certificated staff to provide additional support in the classroom.

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

**English Learner (EL):** Dedicated Teaching Fellow to support EL students in small group instruction

**Students with Disabilities (SWD):** Additional funding for para and certificated staff to provide additional support in the classroom

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

**English Learner (EL) & Students with Disabilities (SWD):**

**Tier I:**

- Quality first teaching practices based on standards, student goal setting, and checking for understanding protocols
- Providing PLC supports as needed with developing a clear understanding of Claims and Targets in planning and delivering high-quality lessons
- Consistently implementing the use of common formative assessments (CFAs) to make data-informed instructional decisions in support of students reaching standards mastery
- Academic Coach to support RTI program through training and classroom support for teachers, Teaching Fellows and Interact Fellows
- Academic Coach (using Equity Multiplier funds) to support writing, math and ELD programs
- Professional Learning opportunities provided by Administration and Academic Coaches in support of improving high-quality instructional practices
- All students have the opportunity to participate in district-provided enrichment study trips and college and career readiness opportunities
- All students have the opportunity to participate in Second Step weekly SEL lessons and daily morning meetings
- Office Assistant contacts parents with daily attendance concerns
- i-Ready MyPath provides students with personalized learning for student growth

- Student Data Chats and goal setting conducted by classroom teachers

**Tier II:**

- Academic Coach to provide professional learning of Teaching & Interact Fellows to improve support learning during RTI
- Resource Counseling Assistant (RCA), Intervention Specialist (IS), and Home-School Liaison (HSL) work together to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.
- Certificated Tutor to support Academic Response to Intervention (Tier II and Tier III) in Reading, Writing, and Comprehension (1st-6th Grades) via a pull-out model
- Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, Comprehension, and Foundational Skills (Kinder-3rd Grades) via a push-in model
- Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, and Comprehension (4th-6th Grades) via a pull-out model

**Tier III:**

- Resource Teacher to support Academic Response to Intervention (Tier III) in Reading, Writing, and Comprehension (PS-6th Grades) via a pull-out and push-in model
- Targeted Supports Team to support student concerns (academics, social-emotional, or attendance)
- Home-School Liaison and Child Welfare Attendance Specialist work collaboratively to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

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

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

- Classroom walkthroughs, demonstrating 75% improvement in the implementation of utilizing CFAs to guide instructional shifts

Outcomes monitored by Administration

- High quality first instruction
- Data-driven instruction
- Strong evidence of backward mapping
- Differentiated instruction

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

*Shape these behaviors...*

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

- i-Ready Diagnostic 2 will demonstrate 50% stretch growth from baseline diagnostic for EL students and SWD.

Outcomes monitored by Administration and Teachers

- High quality first instruction
- Data-driven instruction
- Strong evidence of backward mapping
- Differentiated instruction

**Long-Term (Change in Condition)**  
Hope to see

*And ultimately achieve these impacts.*

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

- ELPI scores will improve from 27.8% to 65% for all English Learners and from 27.8% to 65% for Long Term ELs in ELPAC.
- SBAC results will decrease from 159.9 to 144.9 DFS for SWD.

Outcomes monitored by Administration and Teachers

- High quality first instruction
- Data-driven instruction
- Strong evidence of backward mapping
- Differentiated instruction

## Action 2 :

### Mathematics (Preschool-6th Grade)

#### Action Details:

Turner will implement a comprehensive and balanced Mathematics instructional program with an emphasis on daily targeted and differentiated instruction, ensuring students in grades Kinder-6th will grow one grade-level or beyond in math proficiency. PLCs will enmesh their continuing focus on teacher clarity with the *PLC+ Five Guiding Questions*, further strengthening student learning in Math. PLCs will use various data resources to support their decisions in making the best next steps for extension and reteaching opportunities to support student learning. Data findings will be shared with Administration in bi-annual data chats, and teachers will hold regular data chats with their students to ensure students understand their current academic placement and thereby increasing student buy-in to the learning process.

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

#### Tier I:

- Quality first teaching practices based on standards, student goal setting and checking for understanding protocols
- Classroom dot and number talks during small group instruction
- Professional Learning opportunities provided by Administration and Academic Coaches in support of improving high-quality instructional practices
- Academic Coach (Equity Multiplier funded) supports teachers in lesson development and providing co-teaching opportunities
- All students have the opportunity to participate in district-provided enrichment study trips and college and career readiness opportunities
- All students have the opportunity to participate in Second Step weekly SEL lessons and daily morning meetings
- Office Assistant contacts parents with daily attendance concerns
- i-Ready MyPath provides students with personalized learning for student growth
- 30-minute intervention and fluency block
  - 15 minutes of number sense lessons
  - 15 minutes of practice and application (Reflex & Frax)
- Student Data Chats and goal setting conducted by classroom teachers

#### Tier II:

- Academic Coaches (district and Equity Multiplier funded) coaching teachers in the classroom to support new mathematical practices
- Academic Coach to provide professional learning of Teaching Fellows to improve support learning in RTI
- Resource Counseling Assistant (RCA), Intervention Specialist (IS), and Home-School Liaison (HSL) work together to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.

#### Tier III:

- Resource Teacher to support Academic Response to Intervention (Tier III) in Reading, Writing, and Comprehension (PS-6th Grades) via a pull-out and push-in model
- Targeted Supports Team to support student concerns (academics, social-emotional, or attendance)
- Home-School Liaison and Child Welfare Attendance Specialist work collaboratively to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.

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

- Academic discourse to assist English learners in developing critical English language skills necessary for academic content learning in English.
- Deconstruction of ELD Standards
- Specific EL strategies, such as visual supports and anchor charts to support instruction
- HSL (Home School Liaison) and Community Liaison to support and communicate with parents
- ELPAC Assessors

- Quarterly EL Learner progress monitoring
- Turner TST will support identified students with targeted support to increase academic motivation and growth.
- District-funded HSL (Home School Liaison), IS (Intervention Specialist), and site-funded RCA (Resource Counseling Assistant) will communicate with families of target students to support families in improving attendance and communicate support networks provided by the District and the school site

## Student Groups

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

**Socio-economically Disadvantaged (SED):**

- Materials and Supplies to support instruction

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

**Socio-economically Disadvantaged (SED):**

- Materials and Supplies to support instruction

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

**Socio-economically Disadvantaged (SED):**

**Tier I:**

- Quality first teaching practices based on standards, student goal setting and checking for understanding protocols
- Classroom dot and number talks during small group instruction
- Professional Learning opportunities provided by Administration and Academic Coaches in support of improving high-quality instructional practices
- Academic Coach (Equity Multiplier funded) supports teachers in lesson development and providing co-teaching opportunities
- All students have the opportunity to participate in district-provided enrichment study trips and college and career readiness opportunities
- All students have the opportunity to participate in Second Step weekly SEL lessons and daily morning meetings
- Office Assistant contacts parents with daily attendance concerns
- i-Ready MyPath provides students with personalized learning for student growth
- Student Data Chats and goal setting conducted by classroom teachers

**Tier II:**

- Academic Coaches (district and Equity Multiplier funded) coaching teachers in the classroom to support new mathematical practices
- Academic Coach to provide professional learning of Teaching Fellows to improve support learning in RTI
- Resource Counseling Assistant (RCA), Intervention Specialist (IS), and Home-School Liaison (HSL) work together to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.

**Tier III:**

- Resource Teacher to support Academic Response to Intervention (Tier III) in Reading, Writing, and Comprehension (PS-6th Grades) via a pull-out and push-in model
- Targeted Supports Team to support student concerns (academics, social-emotional, or attendance)
- Home-School Liaison and Child Welfare Attendance Specialist work collaboratively to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic

content.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

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

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

- Classroom walkthroughs, demonstrating 75% improvement in the implementation of utilizing CFAs to guide instructional shifts

Outcomes monitored by Administration

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

*Shape these behaviors...*

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

- i-Ready Diagnostic 2 will demonstrate 50% stretch growth from baseline diagnostic for EL students and SWD.

Outcomes monitored by Administration and Teachers

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

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

- SBAC results will decrease from 81.1 to 66.1 points DFS and grow from 17.9% to 28.5% in Meets or Exceeds standards in SBAC.

Outcomes monitored by Administration and Teachers

### Action 3 :

## ELD Instructional RTI Plan for Kindergarten - 6th Grade

### Action Details:

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

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

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

### Tier I:

- Quality first teaching practices based on ELD standards, student goal setting, and checking for understanding protocols
- Providing PLC supports as needed with Claims and Targets in planning and delivering high-quality lessons with embedded ELD strategies
- Consistently implementing the use of common formative assessments to make data-informed decisions in support of students reaching standards mastery
- Academic Coaches to support RTI program through training and classroom support for teachers and Teaching Fellows
- Professional Learning opportunities provided by Administration and Academic Coaches in support of improving high-quality instructional practices

- All students have the opportunity to participate in district-provided enrichment study trips and college and career readiness opportunities
- All students have the opportunity to participate in Second Step weekly SEL lessons and daily morning meetings
- Office Assistant contacts parents with daily attendance concerns
- i-Ready MyPath provides students with personalized learning for student growth
- Student Data Chats and goal setting conducted by classroom teachers

**Tier II:**

- Academic Coach to provide professional learning of Teaching Fellows to improve support learning in RTI, with focus on providing ELD support
- Academic/Literacy Coach providing individualized, small group instruction focused on ELPAC test-taking strategies
- Resource Counseling Assistant, Intervention Specialist, and Home-School Liaison work together to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.
- Certificated Tutor to support Academic Response to Intervention (Tier II and Tier III) in Reading, Writing, and Comprehension (1st-6th Grades) via a pull-out model
- Interact & Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, Comprehension, and Foundational Skills (Kinder-3rd Grades) via a push-in model
- Interact & Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, and Comprehension (4th-6th Grades) via a pull-out model

**Tier III:**

- Resource Teacher to support Academic Response to Intervention (Tier III) in Reading, Writing, and Comprehension (PS-6th Grades) via a pull-out and push-in model
- Targeted Supports Team to support student concerns (academics, social-emotional, or attendance)
- Home-School Liaison and Child Welfare Attendance Specialist work collaboratively to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.

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

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

## Student Groups

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

**Long Term English Learner (LTEL):** Dedicated Teaching Fellow to pull EL students in small group instruction

**English Learner (EL):** Dedicated Teaching Fellow to pull EL students in small group instruction

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

**Long Term English Learner (LTEL):** Dedicated Teaching Fellow to pull EL students in small group instruction

**English Learner (EL):** Dedicated Teaching Fellow to pull EL students in small group instruction

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

**Long Term English Learner (LTEL) & English Learner (EL):**

**Tier I:**

- Quality first teaching practices based on standards, student goal setting, and checking for understanding protocols
- Providing PLC supports as needed with Claims and Targets in planning and delivering high-quality lessons with embedded ELD strategies
- Consistently implementing the use of common formative assessments to make data-informed decisions in support of students reaching standards mastery
- Academic Coaches to support RTI program through training and classroom support for teachers and Teaching Fellows
- Professional Learning opportunities provided by Administration and Academic Coaches in support of improving high-quality instructional practices
- All students have the opportunity to participate in district-provided enrichment study trips and college and career readiness opportunities
- All students have the opportunity to participate in Second Step weekly SEL lessons and daily morning meetings
- Office Assistant contacts parents with daily attendance concerns
- i-Ready MyPath provides students with personalized learning for student growth
- Student Data Chats and goal setting conducted by classroom teachers,
- Share ELPI growth targets using ELPAC practice and ELD standard instruction

**Tier II:**

- Academic Coaches to provide professional learning of Teaching Fellows to improve support learning in RTI, with focus on providing ELD support
- Academic Coach providing individualized, small group instruction focused on ELPAC test-taking strategies
- Resource Counseling Assistant, Intervention Specialist, and Home-School Liaison work together to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.
- Certificated Tutor to support Academic Response to Intervention (Tier II and Tier III) in Reading, Writing, and Comprehension (1st-6th Grades) via a pull-out model
- Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, Comprehension, and Foundational Skills (Kinder-3rd Grades) via a push-in model
- Teaching Fellows to support Academic Response to Intervention (Tier II) in Reading, Writing, and Comprehension (4th-6th Grades) via a pull-out model

**Tier III:**

- Resource Teacher to support Academic Response to Intervention (Tier III) in Reading, Writing, and Comprehension (PS-6th Grades) via a pull-out and push-in model
- Targeted Supports Team to support student concerns (academics, social-emotional, or attendance)
- Home-School Liaison and Child Welfare Attendance Specialist work collaboratively to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

**Short-Term (Learning)**  
Expect to see

---

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

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

---

- Classroom walkthroughs, demonstrating 75% improvement in the implementation of utilizing CFAs to guide instructional shifts

Outcomes monitored by Administration

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

---

*Shape these behaviors...*

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

---

- i-Ready Diagnostic 2 will demonstrate 50% stretch growth from baseline diagnostic for EL students and SWD.

Outcomes monitored by Administration and Teachers

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

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

---

EL redesignation rates will increase by 20% by the June 2027.

Outcomes measured by Admin and Coaches

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-A3, split with 7091 and 7090	39,045.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			2x10 subs for SST/IEP	5,964.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for data chats; supports G1A1-3	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub days for BAS testing	3,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PL/PLC planning days for plan development, implementation, monitoring	10,794.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Curriculum Associates: Magnetic Reading and Teacher Toolbox; also supports G1A2	13,617.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academics (ie Office Depot, Amazon, Vallarta, etc.)	87,422.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and updates	100.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-3, split with 3010 and 7091	35,706.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs (technology and site)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics; also supports G1A1-A3, G5	5,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-3, split with 7090 and 7091	35,137.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3000	CT to support students in the highest area of need	34,387.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to improve school climate	2,452.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,583.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Reclassification dinner, also supports G5	1,500.00

**\$285,207.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	91.4 %	88.1 %	2024-2025	91.4 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

According to the metrics for this goal, the percentage of favorable responses regarding student-centered, real-world experiences in the Fall Climate & Culture Survey increased by 1.7% compared to the Fall 2023 survey.

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

1. Limited after-school club opportunities due to a shortage of sponsors
2. Parental resistance to out-of-town student study trips.

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

1. Integrate club opportunities into the school day to increase participation.
2. Offer learning opportunities to educate families on the benefits of out-of-town study trips.
3. Invite parents to attend field trips as chaperones.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Real-World Learning and Cultural Awareness

Partially Implemented

Student study trips will continue to be offered by the District's Student Enrichment Department. This spring, the Climate and Culture Team initiated the development of an in-school club option, which will be piloted in the fourth quarter and fully implemented in the fall semester of 2025.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Real-World Learning and Cultural Awareness

Effective

This year, we integrated several cultural opportunities through dance, music, and art to expand students' exposure to diverse cultures from around the world.

## Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next year, we plan to expand cultural exposure opportunities beyond those embedded this year. Additionally, we will fully implement the club rotation program currently being developed by the Climate & Culture Team.

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

SSC:

1. Expand cultural exposure through dance, music, and art in the school day
2. Expand cultural exposure in Extended Learning Program after school
3. Develop and implement a sustainable club rotation plan.

ELAC:

1. Expand cultural exposure through dance, music, and art.
2. Develop and implement a sustainable club rotation plan.

Staff:

1. Expand cultural exposure through dance, music, and art.
2. Develop and implement a sustainable club rotation plan.

## Action 1 :

### Real-World Learning and Cultural Awareness

#### Action Details:

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Turner Elementary believes that it is imperative to create and provide opportunities for students to be exposed to a variety of real-world experiences using real-world experiences. By partnering with the After School Program, more students will have a greater opportunity for exposure to real-world experiences through offering clubs and other engagement activities immediately following the end of the school day.

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

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

---

#### School Personnel

- Home School Liaison (Spanish)/Resource Counseling Assistant (RCA)
- Academic & Literacy Coaches
- Certificated and Classified Supplemental Contacts for Student Engagement activities and participation in schoolwide connection clubs
- Targeted Supports Team (TST)
- Translators (Spanish, Hmong, ASL), supported by the online platform Propio
- After-School Program Staff
  - Extended Learning Coordinator, After School Lead, After School Paraeducators, Teaching Fellows, Out-of-District Enrichment Vendors

#### Resources, Materials, and Supplies

- Guest Speakers and Volunteers (Junior Achievement and other community organizations)
- Resources, technology, materials, and supplies that support student engagement
  - Bricks for Kids, Focus 5 Arts Integration, Fresno City College site visit, Middle School site visit, etc.
- Field Trips and direct transportation
- Direct Maintenance and Repairs

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

---

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

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

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

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

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

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

- Awards and incentives will be used to recognize student achievement along the ELD Proficiency Level Continuum including a recognition dinner for those students being redesignated.
- Translators (Spanish, Hmong, ASL)

- Bilingual Resources for Parents
- Home School Liaison (Spanish)
- Culturally diverse engagement clubs
- TST process to identify other support services with SST meeting after TST suggestions have been exhausted

## Student Groups

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

Materials and Supplies

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

Material and Supplies

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

### School Personnel

- Home School Liaisons (Spanish)/Resource Counseling Assistant (RCA)
- Academic & Literacy Coaches
- Certificated and Classified Supplemental Contacts for Student Engagement activities and participation in schoolwide connection clubs
- Targeted Supports Team
- Translators (Spanish, Hmong, ASL), supported by the online platform Propio
- After-School Program Staff
  - Extended Learning Coordinator, After School Lead, After School Paraeducators, Teaching Fellows, Out-of-District Enrichment Vendors

### Resources, Materials, and Supplies

- Guest Speakers and Volunteers (Junior Achievement and other community organizations)
- Resources, technology, materials, and supplies that support student engagement
  - Bricks for Kids, Focus 5 Arts Integration, Fresno City College, Middle School, etc.
- Field Trips and direct transportation
- Direct Maintenance and Repairs

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

**Short-Term (Learning)**  
Expect to see

---

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

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

---

- Student engagement levels will be monitored quarterly
- Families will receive education in school enrichment opportunities

Outcomes monitored by Administration

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

---

*Shape these behaviors...*

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

---

- engagement participation will be analyzed semesterly for increase in participation as opposed to the previous year

Outcomes monitored by Administration

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

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

---

- student participation will increase by 5% by spring 2027

Outcomes monitored by Administration

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

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

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		34.1 %	2023-2024	33.5 %
Chronic Absenteeism - (African American)	✓		48.1 %	2023-2024	47.5 %
Chronic Absenteeism - (English Learner)	✓		25.7 %	2023-2024	25.1 %
Chronic Absenteeism - (Hispanic)	✓		39.7 %	2023-2024	39.1 %
Chronic Absenteeism - (Socioeconomically Disadvantaged)	✓		34.6 %	2023-2024	34 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		44.9 %	2023-2024	44.3 %
Suspension Rate	✓	1.3 %	2.9 %	2023-2024	2.57 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

According to the current goal's metrics, chronic absenteeism has risen over the past year, particularly among identified student groups: African American (AA), English Learners (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). Additionally, the suspension rate has increased this year.

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

1. High percentage of students exposed to trauma
2. Low participation in attendance meetings

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

performing student groups.

1. Increased home visits
2. More effective and efficient attendance protocols
3. Increase SEL exposure (Tier I and Tier II)

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Creating a Positive School Climate for Student Engagement

Partially Implemented

The action was partially implemented. The HSL conducted home visits and created individualized attendance plans for students with chronic absenteeism to improve attendance rates. Additionally, IS and RCA initiated attendance groups for Tier II students with absenteeism concerns. The school site continued its positive behavior monthly recognition (ROAR).

Action 2: Social/Emotional Supports and Targeted Supports Team

Partially Implemented

The action was partially implemented. Many students struggle with social skills and coping strategies. However, the lack of a designated space for SEL supports means that groups are sometimes held in shared areas, which can reduce the effectiveness of the interventions.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Creating a Positive School Climate for Student Engagement

Ineffective

The action was ineffective. Chronic absenteeism increased from 32.5% to 34.1%, and many of our targeted subgroups showed a decline on the California Dashboard's metrics.

Action 2: Social/Emotional Supports and Targeted Supports Team

Partially Effective

The action was partially effective. We hired an RCA to collaborate with the IS and HSL in expanding SEL services for students, including Check-In/Check-Out (CICO), SEL and attendance groups, and goal-setting initiatives.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will continue building alternative discipline responses to address growing misbehaviors and suspension rates.
- Office has developed a highly-refined approach to address differing levels of absenteeism and truancy, which was piloted in 24/24 Q4.

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

**SSC:**

1. Seek input on developing improved engagement opportunities.
2. Continue developing SEL supports

**ELAC:**

1. Continue developing SEL supports
2. Seek input to build stronger family connections to school

**Staff:**

1. Increase positive behavior activities to lessen student misbehaviors.
2. Increase teacher-to-student connectedness

**Action 1 :**

## Creating a Positive School Climate for Student Engagement

**Action Details:**

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

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

**Tier I:**

- Students will receive instruction on school wide behavioral expectations two times a year
- Students will receive instruction in SEL skill building (Second Step) on a weekly basis
- Students will have school wide access to clubs bimonthly
- Students will receive the opportunity to attend monthly rewards for making positive decisions while at school (ROAR)
- Students will receive semesterly recognition for academic achievement and excellent attendance
- Students will be recognized as Student of the Month using Character Counts themes

**Tier II:**

- Use of TST to directly implement and monitor services for academic, behavioral, and social-emotional support for all students
- HSL and Office Assistant additional time to support the monitoring and contact of students with chronic absenteeism

- Community Liaison receives additional time to coordinate ROAR positive behavior activities, attendance recognition events, informational assemblies, etc.

**Tier III:**

- SST referrals will be implemented after cycles of support via TST have not demonstrated growth, offering the following options:
  - Assessment for SPED services
  - AI 4 Youth counseling services
  - ISET referrals via DPI

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

---

TST and Admin will identify EL students needing extra support.:

- Academic support via small group intensive ELD instruction
- Attendance support with the HSL
- SEL support (CICO, skill building group, etc.) with IS or RCA

## Student Groups

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

**Students with Disabilities (SWD):**

- Dedicated Teaching Fellow to support SWD students in small group instruction
- Materials & Supplies to support instruction

**Socio-economically Disadvantaged (SED):**

- Dedicated Teaching Fellow to support SED students in small group instruction
- Materials & Supplies to support instruction

**Hispanic (HI):**

- Dedicated Teaching Fellow to support Hispanic students in small group instruction
- Materials & Supplies to support instruction

**English Learner (EL):**

- Dedicated Teaching Fellow to support EL students in small group instruction and increase exposure to ELD lessons to improve student academic language.
- Materials & Supplies to support instruction

**African American (AA):**

- Dedicated Teaching Fellow to support AA students in small group instruction
- Materials & Supplies to support instruction

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

**Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), & African American (AA):**

- (7090)-Incentives to support clubs, ROARs, HSL, IS and RCA supplies to support SEL-based programs.
- (7091)-Dedicated Teaching Fellow to support SWD students in small group instruction

**English Learner (EL):**

- (7090)-Incentives to support clubs, ROARs, HSL, IS and RCA supplies to support SEL-based programs.
- (7091)-Dedicated Teaching Fellow to support EL students in small group instruction and increase exposure to ELD lessons to improve student academic language.

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

**Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), English Learner (EL), & African American (AA):**

**Tier I:**

- Students will receive instruction on school wide behavioral expectations two times a year
- Students will receive instruction in SEL skill building (Second Step) on a weekly basis
- Students will have school wide access to clubs bimonthly
- Students will receive the opportunity to attend monthly rewards for making positive decisions while at school (ROAR)
- Students will receive semesterly recognition for academic achievement and excellent attendance
- Students will be recognized as Student of the Month using Character Counts themes

**Tier II:**

- Use of TST to directly implement and monitor services for academic, behavioral, and social-emotional support for students on caseload
- HSL and Office Assistant additional time to support the monitoring and contact of students with chronic absenteeism
- Community Liaison receives additional time to coordinate ROAR positive behavior activities, attendance recognition events, informational assemblies, etc.

**Tier III:**

- SST referrals will be implemented after cycles of support via TST have not demonstrated growth, offering the following options:
  - SPED referrals as needed
  - AI 4 Youth counseling services for individual student support
  - ISET referrals via DPI as needed

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Effective use of TST to support identified needs, based on the team's decision to support student needs. Students will receive needed supports to ensure they are in school, ready to learn.</p> <p>Outcomes measured by TST, Admin, Resource Teacher, School Psychologist, IS, RCA</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>IS and RCA will continue fostering positive relationships with students through Check-In/Check-Out and small group models to enhance SEL learning.</p> <p>Outcomes measured by TST, Admin, Resource Teacher, School Psychologist, IS, RCA</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>As school-wide implementation of positive behavior responses will encourage positive student interactions. With ongoing support from IS and RCA, students' sense of belonging will continue to grow.</p> <p>Outcomes measured by TST, Admin, Resource Teacher, School Psychologist, IS, RCA</p>

**Action 2 :**

**Social/Emotional Supports and Targeted Supports Team**

**Action Details:**

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

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

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

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

**School Personnel**

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

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

**Resources, Materials, and Supplies**

- Resources, technology, materials, and supplies that support Social/Emotional Learning and School/ Climate Culture and Goal2 activities

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

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

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

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

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

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

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

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

## Student Groups

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

**Students with Disabilities (SWD) & African American (AA):** Materials & Supplies

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

**Students with Disabilities (SWD) & African American (AA):** Materials & Supplies

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

**Students with Disabilities (SWD) & African American (AA):** Materials & Supplies

## Progress Monitoring: Outcomes

**Reasoning for using this action**

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**

Expect to see

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

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

Effective use of TST to support identified needs, based on the team's decision to support student needs. Students will receive needed supports to ensure they are in school, ready to learn.

Outcomes measured by TST, Admin, Resource Teacher, School Psychologist, IS, RCA

**Medium-Term (Change in Behavior or Performance)**

Want to see

*Shape these behaviors...*

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

IS and RCA will continue fostering positive relationships with students through Check-In/Check-Out and small group models to enhance SEL learning.

Outcomes measured by TST, Admin, Resource Teacher, School Psychologist, IS, RCA

**Long-Term (Change in Condition)**

Hope to see

*And ultimately achieve these impacts.*

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

A school-wide implementation of positive behavior responses will encourage positive student interactions. With ongoing support from IS and RCA, students' sense of belonging will continue to grow.

Outcomes measured by TST, Admin, Resource Teacher, School Psychologist, IS, RCA

## 2025-2026 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	Mat & Supp			: Field day; to support school and climate	5,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Leadership trip to Disneyland	5,500.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Celebrations and rallies, also supports G1, G2	10,000.00
G3A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified supplemental contracts to improve school climate	3,535.00
G3A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Extra time to improve school climate	518.00

**\$24,553.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	96.9 %	96 %	2024-2025	97.1 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

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

N/A

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

N/A

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

N/A

**Section B:** Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Professional Learning

Not Implemented

N/A

Action 2: Increase Staff Sense of Belonging

Not Implemented

N/A

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Professional Learning

Ineffective

N/A

Action 2: Increase Staff Sense of Belonging

Ineffective

N/A

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

After conducting a needs assessment and receiving educational partner feedback, it was decided that professional learning will be integrated within Goals 1 & 3. As a result, there will be no action connected to Goal 4 for the 2025/26 SPSA.

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

SSC:

N/A

ELAC:

N/A

Staff:

N/A

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95.5 %	87.6 %	2024-2025	88.7 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

We continue to face challenges in engaging parents for on-campus events and garnering their support for student achievement.

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

1. Many parents and families have non-traditional work schedules, making it difficult for them to attend after-school events.
2. Some parents and families are not successfully connected to ParentSquare, limiting their access to important information about upcoming events.

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

1. Offer incentives for school events to encourage greater parent involvement.
2. Provide workshops to help parents access and navigate ParentSquare.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Parent Engagement

Partially Implemented

Partially implemented. The HSL and Community Liaison hosted multiple events at different times to accommodate families. Offering incentives for these meetings may help increase parent attendance.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Parent Engagement

Partially Effective

Partially effective. The HSL and Community Liaison hosted multiple events at different times to accommodate families. Offering incentives for these meetings may help increase parent attendance.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will enhance our efforts to boost parent involvement by offering additional incentives to encourage families to attend meetings with more active parent outreach before events. We will also build Parent Square participation to improve parent contact.

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

SSC:

1. Increase and advertise parent meetings
2. Receive more positive phone calls home
3. Connect with families who have high absenteeism rates

ELAC:

1. Increase and advertise parent meetings
2. Receive more positive phone calls home
3. Connect with families who have high absenteeism rates

Staff:

1. Make more positive phone calls home
2. Increase school-home communication through Parent Square
3. Increase/improve advertisement to family events

**Action 1 :**

## Parent Engagement

Action Details:

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

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

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#### **School Personnel**

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

#### **Resources, Materials, and Supplies**

- Materials, supplies, and incentives to create a sense of belonging and a welcoming environment (welcome packet) for new students and parents
- Materials/Supplies, Back to School Night, Parent-Teacher Conferences, ELAC, SSC, SSTs, IEPs, Parent Chats/Town Halls, Parent University, 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

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

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- 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)

## **Student Groups**

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

**English Learner (EL), Long Term English Learner (LTEL), & Socio-economically Disadvantaged (SED):**

- Continue monthly parent meetings, hosted by HSL, to provide various learning opportunities.

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

**English Learner (EL), Long Term English Learner (LTEL), & Socio-economically Disadvantaged (SED):**

- Continue annual Redesignation dinner

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

**English Learner (EL), Long Term English Learner (LTEL), & Socio-economically Disadvantaged (SED):**

- Continue monthly parent meetings, hosted by HSL, to provide various learning opportunities.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

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

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

Greater parent involvement in family activities outside of Back to School Night and Open House.

Outcomes measured by HSL, Admin

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

*Shape these behaviors...*

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

Continuous growth of parent involvement in monthly meetings, as provided by HSL and Parent University.

??Outcomes measured by HSL, Admin

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

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

A core group of families will help engage parents in school activities, fostering a sustainable network that supports a positive school environment.

Outcomes measured by HSL, Admin

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement *No incentives or food*	2,192.00
G5A1	Sup & Conc	Instruction	Direct-Food			: Food for events, to help support engagement	1,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.4375		35,384.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time for HSL and SCL	8,280.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileage			Local mileage	750.00

**\$47,606.00**

# 2025-2026 Budget for SPSA/School Site Council

## State/Federal Dept 0460 Turner Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-A3, split with 7091 and 7090	39,045.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			2x10 subs for SST/IEP	5,964.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for data chats; supports G1A1-3	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub days for BAS testing	3,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PL/PLC planning days for plan development, implementation, monitoring	10,794.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Curriculum Associates: Magnetic Reading and Teacher Toolbox; also supports G1A2	13,617.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academics (ie Office Depot, Amazon, Vallarta, etc.)	87,422.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and updates	100.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-3, split with 3010 and 7091	35,706.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs (technology and site)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics; also supports G1A1-A3, G5	5,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support G1A1-3, split with 7090 and 7091	35,137.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3000	CT to support students in the highest area of need	34,387.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to improve school climate	2,452.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,583.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Reclassification dinner, also supports G5	1,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Field day; to support school and climate	5,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Leadership trip to Disneyland	5,500.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Celebrations and rallies, also supports G1, G2	10,000.00
G3A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified supplemental contracts to improve school climate	3,535.00
G3A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Extra time to improve school climate	518.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement *No incentives or food*	2,192.00
G5A1	Sup & Conc	Instruction	Direct-Food			: Food for events, to help support engagement	1,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.4375		35,384.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time for HSL and SCL	8,280.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileage			Local mileage	750.00

\$357,366.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$75,624.00
Sup & Conc	7090	\$236,004.00
LCFF: EL	7091	\$45,738.00
<b>Grand Total</b>		<b>\$357,366.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$285,207.00
G3 - Increase student engagement in their school and community	\$24,553.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$47,606.00
<b>Grand Total</b>	<b>\$357,366.00</b>