

**Turner Elementary**

10621666006522

Principal's Name: Lisa McDannel

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

| Table of Contents              |                                                                                                                                                                                                                                     |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                          | Details                                                                                                                                                                                                                             |
| Cover Page                     | CDS Code with Signature                                                                                                                                                                                                             |
| Table of Contents              | Listing of SPSA Contents and District Goals                                                                                                                                                                                         |
| Centralized Services           | N/A                                                                                                                                                                                                                                 |
| School Site Council Assurances | Consolidated Program Assurances                                                                                                                                                                                                     |
| School Site Council (SSC)      | Members list                                                                                                                                                                                                                        |
| Required Signatures            | Principal and SSC Chairperson                                                                                                                                                                                                       |
| Budget                         | Site Allocations                                                                                                                                                                                                                    |
| School Quality Review Process  | <ul style="list-style-type: none"><li>Needs Assessment: Data Analysis and identification of needs and goals</li><li>Actions designed to meet needs and targeted goals</li><li>Budget allocations and planned expenditures</li></ul> |
| Additional Documents           | SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum                                                                                                                                                              |

| District Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                |                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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. |                                                                                                                                                |                                                                                                                                                |
| Academic Achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>DISTRICT GOALS:</b><br><b>Early Literacy</b><br><b>Literacy Intervention</b><br><b>College &amp; Career Readiness</b><br><b>Life Skills</b> | <b>DISTRICT GUARDAILS:</b><br><b>Community Engagement</b><br><b>Equitable Access</b><br><b>Effective Staff</b><br><b>Health &amp; Wellness</b> |
| The Whole Child (Engagement/SEL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                |                                                                                                                                                |
| Operational Excellence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                |                                                                                                                                                |

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

**Consolidated Program Assurances**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.                                                                                                                                                                                                                                                |
| The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.                                                                                                                                                                                                                                                       |
| The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.                                                                                                                                                                                                                                              |
| The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.                                                                                                                                                                                                                                                                                                                                                                                |
| The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.             |
| School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.                                                                                                                                                                          |
| Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.                               |
| Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students. |
| The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.                                                                                                                                                                                                                                          |

## School Site Council

| School Site Council List     |  |           |                   |             |                         |                   |
|------------------------------|--|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name                  |  | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal – Lisa McDannel |  | X         |                   |             |                         |                   |
| 2. Chairperson - Lee Vang    |  |           | X                 |             |                         |                   |
| 3. Blanca Arias              |  |           |                   |             | X                       |                   |
| 4. Esmeralda Garcia          |  |           |                   |             | X                       |                   |
| 5. Sybil Gladden             |  |           |                   | X           |                         |                   |
| 6. Lindsay Huntington        |  |           |                   |             | X                       |                   |
| 7. Karen Jones               |  |           | X                 |             |                         |                   |
| 8. Alexis Meraz              |  |           |                   |             | X                       |                   |
| 9. Nancy Plata               |  |           |                   |             | X                       |                   |
| 10. Mainhia Vang             |  |           | 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 8/25.

Turner Elementary

Title I SWP/TSI

## 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    |   | 3/26/26 |
| SSC Chairperson                                                                                                                                                                                                                                                                                                                                                                                                                                   | Lee Vang         |  | 3/26/26 |

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

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

FY 2026/27

Turner - 0460

**ON-SITE ALLOCATION**

|      |                                   |            |
|------|-----------------------------------|------------|
| 3010 | Title I                           | \$76,728 * |
| 7090 | LCFF Supplemental & Concentration | \$214,656  |
| 7091 | LCFF for English Learners         | \$44,160   |

**TOTAL 2026/27 ON-SITE ALLOCATION**

**\$335,544**

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

|                                     |          |
|-------------------------------------|----------|
| Parent Involvement Budget - Minimum | \$2,224  |
| Program Budget                      | \$74,504 |
| Total Title I Allocation            | \$76,728 |

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

January 30, 2026

# Turner Elementary 2026-2027 - SPSA Draft Edits

## Needs Assessment

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

School Quality Review

School Level Dashboard

| Goal   | Selected Metrics                                                                               | Current Target | Actual    | As Of     | Target    |   |
|--------|------------------------------------------------------------------------------------------------|----------------|-----------|-----------|-----------|---|
| Goal 1 | ELPAC - percentage of students who scored 4                                                    |                | 11 %      | 2024-2025 | 12.1 %    | ↑ |
| Goal 1 | ELPI - percentage of students who improved at least one ELPI level (English Learner)           | 65 %           | 45.8 %    | 2024-2025 | 46.9 %    | ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)  |                | 46.4 %    | 2025-2026 | 47.5 %    | ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)        |                | 41.7 %    | 2025-2026 | 42.8 %    | ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)     |                | 53.2 %    | 2025-2026 | 54.3 %    | ↑ |
| Goal 1 | i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)        |                | 55.6 %    | 2025-2026 | 56.7 %    | ↑ |
| Goal 1 | i-Ready ELA D2 proficiency - percentage of students on/above (ALL)                             |                | 30.7 %    | 2025-2026 | 31.8 %    | ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade) |                | 55.2 %    | 2025-2026 | 56.3 %    | ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)       |                | 41.2 %    | 2025-2026 | 42.3 %    | ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)    |                | 51.3 %    | 2025-2026 | 52.4 %    | ↑ |
| Goal 1 | i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)       |                | 53.6 %    | 2025-2026 | 54.7 %    | ↑ |
| Goal 1 | i-Ready Math D2 proficiency - percentage of students on/above (ALL)                            |                | 20.4 %    | 2025-2026 | 21.5 %    | ↑ |
| Goal 1 | SBAC ELA - Average distance from standard (ALL)                                                | -54.9 pts      | -54.6 pts | 2024-2025 | -39.6 pts | ↑ |
| Goal 1 | SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)                                    |                | 26.6 %    | 2024-2025 | 31.6 %    | ↑ |
| Goal 1 | SBAC Math - Average distance from standard (ALL)                                               | -66.1 pts      | -81.7 pts | 2024-2025 | -66.7 pts | ↑ |
| Goal 1 | SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)                                   |                | 17.2 %    | 2024-2025 | 22.2 %    | ↑ |

|        |                                                                                              |        |        |           |         |   |
|--------|----------------------------------------------------------------------------------------------|--------|--------|-----------|---------|---|
| Goal 2 | Chronic Absenteeism (ALL) Semester 1                                                         | 33.5 % | 22.7 % | 2025-2026 | 22.1 %  | ↓ |
| Goal 2 | Fall Climate & Culture family survey - percent favorable in family engagement domain         | 88.7 % | 98 %   | 2025-2026 | 99.1 %  | ↑ |
| Goal 2 | Fall Climate & Culture staff survey - percent favorable in staff culture domain              | 97.1 % | 94 %   | 2025-2026 | 95.1 %  | ↑ |
| Goal 2 | Fall Climate & Culture student survey- percent favorable in student health & wellness domain |        | 87 %   | 2025-2026 | 89 %    | ↑ |
| Goal 2 | Suspension Rate - (African American)                                                         |        | 12.3 % | 2024-2025 | 11.97 % | ↓ |
| Goal 2 | Suspension Rate - (Students w/ Disabilities)                                                 |        | 11.4 % | 2024-2025 | 11.07 % | ↓ |
| Goal 2 | Suspension Rate (ALL) Semester 1                                                             | 2.57 % | 0.8 %  | 2025-2026 | 0.47 %  | ↓ |

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Students across grades K–6 are not yet meeting expectations in key literacy and mathematics domains. Primary students show inconsistent mastery of foundational ELA skills; grades 2–6 continue to struggle with reading comprehension and vocabulary; and students in all grades have difficulty producing complex written responses that clearly explain their thinking. Additionally, K–6 students are not consistently mastering foundational math skills or developing the conceptual understanding needed to connect mathematical ideas.

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

- 1. Primary grade students are not consistently demonstrating mastery of essential ELA foundational skills.
- 2. Students in second through sixth grades show ongoing challenges with reading comprehension and vocabulary development.
- 3. Students in kindergarten through sixth grade continue to struggle with producing complex written responses that clearly explain their thinking.
- 4. Students in kindergarten through sixth grade are not consistently mastering foundational mathematical skills.
- 5. Students need a stronger understanding of the conceptual foundations of mathematics and how mathematical ideas connect.

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. Sustain implementation of the Reading Intervention program to provide targeted, grade-level support for all students.
- 2. Continue the Intensive Reading Intervention program to accelerate progress for students significantly below grade level.
- 3. Increase consistent use of Number Talks as part of daily math instructional routines to strengthen students' conceptual understanding.
- 4. Provide ongoing professional learning for teachers to enhance the quality and effectiveness of Tier 1 instruction across content areas.
- 5. Expand parent engagement opportunities to strengthen families' capacity to support learning at home.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Literacy and Language Development (Preschool – 6th grade)

Partially Implemented

The actions were partially implemented; however, following three years of sustained SBAC growth, the current strategies are showing positive impact. Teachers continue providing level-appropriate reading support, and at-risk students are systematically placed in an intensive in-school program to address specific skill gaps. Teachers have also begun using grade-level common formative assessments, primarily FIABs and IABs from the CAASPP platform. Additionally, the site has agreed to have every student in grades K–6 complete the end-of-unit Performance Task to build student stamina and perseverance.

Mathematics (Preschool-6th Grade)

Partially Implemented

Implementation of the identified actions has been partial, but several positive shifts in instructional practice are emerging. An increasing number of teachers are administering common CFAs (primarily FIABs and IABs) and are integrating timely reteaching within the designated math instructional minutes. In addition, the site has adopted a schoolwide expectation that all K–6 students complete the end-of-chapter Performance Task to strengthen student stamina and perseverance in problem solving. Each PLC has also developed exit tickets with aligned reteaching strategies to be implemented within 24 hours, allowing teachers to address misconceptions promptly and reinforce students' understanding of key mathematical concepts. These changes indicate growing coherence in assessment practices and more consistent use of data to inform instruction.

ELD Instructional RTI Plan for Kindergarten - 6th Grade

Fully Implemented

Full implementation of the ELD plan has been in place this year, and early results are promising. Students are receiving direct instruction in ELD skills, and several have been identified through Ellevation for additional targeted support to strengthen their English language acquisition. Our Academic Coach also meets with many EL students to help them understand the expectations of the summative ELPAC assessment and to guide them in using more academically precise responses that can support growth in their ELPI scores.

Real-World Learning and Cultural Awareness

Fully Implemented

Full implementation of our real-world learning and cultural awareness initiatives has been in place this year. Through multiple schoolwide and classroom experiences, students have been exposed to opportunities that broaden their understanding of cultures beyond their own. Additionally, students in grades 4–6 have begun participating in rotating clubs that introduce them to new activities and interests they may not have previously encountered.

Creating a Positive School Climate for Student Engagement

Partially Implemented

Full implementation of our positive school climate initiatives has been in place this year. Through monthly positive behavior incentives, schoolwide, and the full offering of sports and clubs for intermediate students, learners have multiple opportunities to engage in activities that promote inclusiveness and strengthen their connection to the school community.

Social/Emotional Supports and Targeted Supports Team

Fully Implemented

Turner fully implemented its social-emotional supports and Targeted Supports Team this year. Tier I SEL instruction was delivered schoolwide through Second Step, Olweus, and class circles. Students needing additional help received Tier II small-group and check-in support from the Intervention Specialist and Resource Counseling Assistant. Tier III needs were addressed through Restorative Practices and All 4 Youth counselors, providing intensive individualized services.

Parent Engagement

Partially Implemented

Turner partially implemented parent engagement this year. Despite ongoing efforts, the school continues to face challenges in increasing overall parent participation. Evening events yielded only modest improvements in attendance, and individualized outreach by the Home School Liaison was the most effective strategy. However, providing this level of personalized outreach for every school activity is not feasible on a large scale.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Literacy and Language Development (Preschool – 6th grade)

Partially Effective

The actions show partial effectiveness. Although ELA performance met the district target of a 15-point increase in Distance From Standard, Turner fell 0.3% short of the district goal of a 5% increase in students Meeting or Exceeding Standards. Students continue to develop the writing skills needed to meet grade-level expectations, and strengthening their ability to produce clear, complex written responses will be critical for improving overall performance and achieving both district targets moving forward.

Mathematics (Preschool-6th Grade)

Ineffective

The actions indicate a lack of effectiveness. Turner did not meet either district goal, with a 0.7% decline in students Meeting or Exceeding Standards and a 15.6-point decrease in Distance From Standard, rather than the expected 15-point gain. The school has not had a consistent intervention plan for reteaching end-of-lesson skills, nor have students been introduced to SBAC release questions early in the school year.

ELD Instructional RTI Plan for Kindergarten - 6th Grade

Effective

While Turner did not reach the goal of achieving a 65% increase in ELPI growth, the school demonstrated meaningful progress, with scores rising nearly 20 percentage points—from 27.8% to 45.8%. Student ELPAC performance also improved, with 11% of English Learners scoring a Level 4 on the Summative assessment. This level of effectiveness was achieved because the Literacy Coach has worked closely with the site's Teaching Fellows and the EL-funded Interact Fellow to design and deliver targeted lessons that strengthen students' ability to produce accurate and appropriate responses on the ELPAC Summative. These instructional supports contributed to the upward trend in ELPI results, even though the overall goal was not fully met.

Real-World Learning and Cultural Awareness

Effective

The actions demonstrate effectiveness, as suspension rates decreased by 2.49% (from 2.57% to 0.8%) and chronic absenteeism declined by 10.8% (from 33.5% to 22.7%). Offering extracurricular activities that are focused on cultural awareness has contributed to these improvements.

Creating a Positive School Climate for Student Engagement

Effective

The actions demonstrate effectiveness, as suspension rates decreased by 2.49% (from 2.57% to 0.8%) and chronic absenteeism declined by 10.8% (from 33.5% to 22.7%). Offering extracurricular activities aligned to student interests has contributed to these improvements.

Social/Emotional Supports and Targeted Supports Team

Effective

The actions demonstrate effectiveness, as suspension rates decreased by 2.49% (from 2.57% to 0.8%) and chronic absenteeism declined by 10.8% (from 33.5% to 22.7%). Providing a robust system of SEL supports that addresses students' varying levels of need has contributed to these improvements.

Parent Engagement

Partially Effective

Though the targeted positive response from the parents' Climate & culture Survey results exceeded the targeted results (Targeted favorable response: 88.7%, Actual favorable response: 98%), the results are partially effective.

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.

Turner does not anticipate significant changes to the academic components of the site plan. The primary adjustments will relate to SEL and parent support. Due to district budget reductions, the Home School Liaison and Restorative Practices Counselor positions will be reduced or eliminated. In addition, the site-funded Resource Counseling Assistant position will end following our staff member's promotion, as there is no funding to sustain the role beyond 2026–2027.

**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:                                                                                                                                                                                                                                                                                                                                                                                                    | ELAC:                                                                                                                                                                                                                                                                                 | Staff:                                                                                                                                                                                                                                                                                                                   |
| <ol style="list-style-type: none"><li>1. Ensure English Learners continue receiving pull-out support to accurately align with summative assessment results.</li><li>2. Continue offering robust tutoring opportunities within the RTI framework, including supports for Students with Disabilities.</li><li>3. Enhance communication with families regarding academic performance and grades.</li></ol> | <ol style="list-style-type: none"><li>1. Ensure English Learners continue receiving pull-out support to accurately align with summative assessment results.</li><li>2. Continue to build communication with English Learner families about academic performance and grades.</li></ol> | <ol style="list-style-type: none"><li>1. Continue offering professional learning opportunities on data-informed instructional practices.</li><li>2. Continue supports provided by SEL and TST teams.</li><li>3. Continue small group instruction to address individual needs during RTI and math intervention.</li></ol> |

 Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Language Arts, English Language Development, and RTI (Preschool – 6th grade)

Action Details

Literacy Intervention

Turner Elementary will implement a rigorous and balanced literacy program with clear instructional expectations to ensure all students, preschool through sixth grade, make measurable progress toward grade-level standards. PLCs will apply teacher clarity practices and use multiple data sources to guide instruction, plan extension and reteaching, and provide targeted RTI support. Teachers will participate in annual or bi-annual data chats with Administration to review student progress and determine instructional adjustments. In addition, teachers will conduct regular data conversations with students to build their understanding of current performance, set goals, and increase ownership of learning.

Direct Instructional Services

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: Direct Instructional Services**

- Implementing quality first teaching practices aligned to standards, including student goal setting and consistent use of checking-for-understanding protocols.

- Providing PLC support in planning and delivering high-quality lessons using Claims and Targets.
- Consistently implementing common formative assessments to guide data-informed instructional decisions that support standards mastery.
- Academic Coach providing RTI training and classroom support for teachers, Teaching Fellows, and Interact Fellows.
- Academic/Literacy Coach supporting writing, math, and ELD programs to strengthen Tier I instruction.
- Professional learning provided by Administration and Academic Coaches to improve high-quality Tier I instructional practices.
- All students have access to district-provided enrichment study trips and college and career readiness experiences.
- All students receive Second Step weekly SEL lessons and daily morning meetings as part of the whole-child Tier I program.
- Office Assistant contacting parents daily regarding attendance concerns to remove barriers to student learning.
- i-Ready My Path providing all students with personalized learning pathways to support foundational growth.
- Scholastic FIRST and WORD delivering personalized foundational reading skills practice for all students.
- Classroom teachers conducting Student Data Chats and goal setting to increase student ownership of learning.

#### Tier II: Targeted Instructional Services

- Academic Coach providing professional learning and support for Teaching and Interact Fellows to strengthen targeted RTI instruction.
- Intervention Specialist (IS) and Home-School Liaison (HSL) collaborating to support students with attendance challenges to improve access to learning.
- Orton-Gillingham Tutors providing Tier II and Tier III small-group reading, writing, and comprehension support (Grades 1–6) through a pull-out model using OG strategies.
- Interact & Teaching Fellows providing Tier II push-in support in reading, writing, comprehension, and foundational skills (Grades K–3).
- Interact & Teaching Fellows providing Tier II pull-out support in reading, writing, and comprehension (Grades 4–6).

#### Tier III: Intensive Instructional Services

- Resource Teacher providing intensive Tier III support in reading, writing, and comprehension (Preschool–6th Grade) through push-in and pull-out services.
- Targeted Supports Team (TST) addressing intensive student needs—academic, social-emotional, and attendance-related.
- Home-School Liaison (HSL) and Child Welfare Attendance Specialist (CWAS) working collaboratively to address chronic attendance challenges and improve access to instruction.

## 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** embedded daily within a protected instructional block during RTI to support language development for all EL students, including newcomers, LTELs, and recently reclassified students.
- **Daily Teaching Fellow support** during designated RTI/ELD time to provide targeted instructional assistance based on ELPI progress data and classroom performance.
- **Structured academic discourse routines** to build English learners' oral language proficiency and support access to grade-level academic content.
- **Deconstruction of ELD Standards** in PLCs and planning sessions to ensure alignment between ELD objectives, instructional tasks, and language development needs across proficiency levels.
- **Use of specific EL instructional strategies**, including visual supports, anchor charts, sentence frames, graphic organizers, and modeled language structures to enhance comprehension and academic vocabulary.

- **HSL (Home School Liaison) and Community Liaison** providing communication and outreach to families of EL students, including newcomer support, language access services, and connection to community resources.
- **ELPAC Assessors** administering initial and summative assessments and supporting teachers with interpretation of ELPAC results to inform instruction.
- **Quarterly EL progress monitoring** using classroom data, ELPAC data, and ELPI growth trends to identify students needing additional supports or scaffolds in reading, writing, speaking, and listening.
- **Targeted Supports Team (TST)** collaborating with staff to strengthen academic motivation, attendance, and targeted interventions for identified EL students, including newcomers and LTELs.
- **HSL and Intervention Specialist (IS)** working with families of EL students with attendance challenges to improve daily attendance, increase access to core instruction, and connect families to district or site support networks.

## Student Groups

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

**English Learner (EL):** Dedicated Teaching/Interact Fellow to support EL students in small group instruction for RTI and additional ELD support

**Long Term English Learner (LTEL):** Dedicated Teaching/Interact Fellow to pull EL students in small group instruction for RTI and additional ELD support

**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/Interact Fellow to support EL students in small group instruction for RTI and additional ELD support

**Long Term English Learner (LTEL):** Dedicated Teaching/Interact Fellow to pull EL students in small group instruction for RTI and additional ELD support

**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), Long Term English Learners (LETL), & Students with Disabilities (SWD):** All Tier I instructional practices are implemented with intentional supports for EL, LTEL, and SWD students to ensure equitable access to grade-level content.

**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 My Path 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.

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family Literacy Night in partnership with Parent University
- Translation services with Home School Liaison or Propio
- Monthly parent engagement hours
- Encourage parent use of Parent Square and provide support as needed
- Annual Reclassification Dinner

## Professional Learning

Describe Professional Learning related to this action.

- Professional learning will strengthen Tier I instructional practices.
- Professional learning will improve data-driven instructional decision-making.
- Professional learning will equip Teaching Fellows to provide high-quality RTI support.

# Progress Monitoring: Outcomes

Reasoning for using this action:

Strong Evidence

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Long-Term (Change in Condition)<br>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/> <ul style="list-style-type: none"><li>Classroom walkthroughs using the site-developed monitoring tool will measure implementation of teacher clarity practices, including visible Learning Intentions and Success Criteria.</li><li>Teachers will receive feedback within 48 hours to support immediate instructional adjustments.</li></ul> <p><b>Outcomes monitored by Administration:</b></p> <ul style="list-style-type: none"><li>Administration will monitor the rate of student impact through increased use of Learning Intentions, Success Criteria, and checking-for-understanding routines.</li></ul> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li><b>K–6:</b> i-Ready Reading Diagnostic 2 will demonstrate <b>40% stretch growth</b> from baseline (Diagnostic 1) for EL, LTEL, and SWD students.</li><li><b>Grades 3–6:</b> FIAB, IAB, and ICA assessments administered at the end of each CCSS strand will be used to monitor student progress toward grade-level proficiency.</li></ul> <p><b>Outcomes monitored by Administration and Teachers:</b></p> <ul style="list-style-type: none"><li>Growth rates between <b>i-Ready Diagnostic 1 to Diagnostic 2 to Diagnostic 3</b>.</li><li>Growth trends across <b>FIAB, IAB, and ICA assessments</b> by standard/strand.</li></ul> | <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><b>Long-Term Goals</b></p> <ul style="list-style-type: none"><li><b>ELPI:</b> Increase overall English Learner Progress Indicator (ELPI) performance from <b>45.8% to 46.9%</b>, and increase the percentage of students scoring Level 4 from <b>11% to 12.1%</b>.</li><li><b>SBAC:</b> Improve overall schoolwide English Language Arts performance by reducing Distance From Standard (DFS) from <b>–54.6 to –39.6</b> and grow 5% (from 26.6% to 31.6%) in proficiency for all students.</li></ul> <p><b>Outcomes monitored by Administration and Teachers:</b></p> <ul style="list-style-type: none"><li>Growth in <b>ELPAC Levels</b> as measured by annual Summative ELPAC results.</li><li>Year-over-year improvement in <b>SBAC Distance From Standard</b> for all students and for targeted student groups.</li></ul> |

# Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

## Mathematics (Preschool-6th Grade)

### Action Details

College & Career Readiness

Turner Elementary will implement a balanced mathematics program with clear instructional expectations and daily targeted, differentiated instruction to ensure all K–6 students make measurable progress toward grade-level standards. PLCs will apply teacher clarity practices and use the PLC+ Five Guiding Questions to strengthen math instruction, analyze multiple data sources, and plan next steps for extension and reteaching. Grade-level teams will participate in bi-annual data chats with Administration to monitor student progress and adjust instruction. Teachers will also conduct regular data conversations with students to build understanding of their performance, support goal setting, and increase ownership of learning.

### Direct Instructional Services

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: Direct Instructional Services**

- Implementing quality first teaching practices aligned to standards, including student goal setting and checking-for-understanding protocols.
- Incorporating classroom dot talks and number talks during small-group instruction to build number sense.
- Providing professional learning led by Administration and Academic Coaches to strengthen high-quality math instructional practices.
- Ensuring all students participate in district-provided enrichment study trips and college and career readiness opportunities.
- Providing weekly Second Step SEL lessons and daily morning meetings for all students.
- Office Assistant contacting families daily to address attendance concerns that impact instruction.
- Utilizing **i-Ready My Path** to deliver personalized math practice and monitor growth.
- Implementing a daily **30-minute intervention and fluency block**, including:
  - Number sense lessons
  - Practice and application using online platforms
  - Reteaching based on exit ticket data
- Conducting regular student data chats and goal-setting sessions.

**Tier II: Targeted Instructional Services**

- Academic Coaches providing in-class coaching to support implementation of new mathematical practices.
- Academic Coach offering professional learning for Teaching Fellows to strengthen targeted math intervention.

- Intervention Specialist (IS) and Home-School Liaison (HSL) collaborating to address attendance barriers and increase student access to instruction.

### Tier III: Intensive Instructional Services

- Resource Teacher providing intensive push-in and pull-out academic intervention (PS–6) aligned to student individualized needs.
- Targeted Supports Team (TST) addressing academic, social-emotional, and attendance concerns requiring intensive support.
- Home-School Liaison and Child Welfare Attendance Specialist collaborating to support chronically absent students and improve access to instruction

## 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.

- Structured academic discourse routines to develop the language skills EL students need to access grade-level academic content.
- Deconstruction of ELD Standards during planning to align instructional tasks to EL proficiency levels.
- Use of EL strategies (i.e.-visual supports, anchor charts, sentence frames, and modeled language structures) to scaffold instruction.
- HSL and Community Liaison providing outreach and communication to families, including newcomers and LTEL families.
- ELPAC Assessors
- Quarterly EL Learner progress monitoring
- Turner TST will support identified students with targeted support to increase academic motivation and growth.
- HSL (Home School Liaison) and IS (Intervention Specialist) 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):

- Instructional materials and supplies (e.g., manipulatives, printed CFAs, whiteboards) used to support standards-aligned lessons and intervention.

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

### Socio-economically Disadvantaged (SED):

- Instructional materials and supplies (e.g., manipulatives, printed CFAs, whiteboards) used to support standards-aligned lessons and intervention.

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

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

**Tier I: Direct Instructional Services**

- Quality first teaching practices aligned to standards, including student goal setting and checking-for-understanding protocols, to ensure equitable access for SED students.
- Classroom dot talks and number talks during small-group instruction to build number sense and strengthen conceptual understanding.
- Professional learning provided by Administration and Academic/Literacy Coaches to improve high-quality instructional practices.
- Weekly Second Step SEL lessons and daily morning meetings to build belonging and emotional regulation for SED students.
- Office Assistant contacting parents with daily attendance concerns to reduce missed instructional time.
- i-Ready My Path providing personalized practice to reinforce skills and accelerate growth for SED students.
- Student data chats and goal-setting sessions conducted by classroom teachers to build ownership and support academic progress.
- Daily 30-minute intervention and fluency block that includes:
  - Number sense lessons
  - Practice and application through online platforms
  - Reteaching based on exit ticket data

**Tier II: Targeted Instructional Services**

- Academic Coaches (district and Equity Multiplier funded) coaching teachers to strengthen implementation of effective mathematical practices.
- Academic Coach providing professional learning for Teaching Fellows to improve targeted RTI instructional support.
- IS and HSL collaborating to support students with attendance challenges, improving access to core instruction.

**Tier III: Intensive Instructional Services**

- Resource Teacher providing intensive Tier III academic intervention (push-in and pull-out) aligned to individual student needs.
- Targeted Supports Team addressing academic, social-emotional, and attendance concerns requiring intensive intervention.
- HSL and CWAS working collaboratively to support chronically absent students and increase instructional access.

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family Math Night in partnership with Parent University
- Translation services with Home School Liaison or Propio
- Monthly parent engagement hours

- Encourage parent use of Parent Square and provide support as needed
- Annual Reclassification Dinner

## Professional Learning

Describe Professional Learning related to this action.

- Professional learning will strengthen Tier I instructional practices.
- Professional learning will improve data-driven instructional decision-making.

## Progress Monitoring: Outcomes

### Reasoning for using this action:

 Strong 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 using the site-developed monitoring tool will measure implementation of teacher clarity practices, including visible Learning Intentions and Success Criteria.
- Teachers will receive feedback within 48 hours to support immediate instructional adjustments.

**Outcomes monitored by Administration:**

- Administration will monitor the rate of student impact through increased use of Learning Intentions, Success Criteria, and checking-for-understanding routines.

#### 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.

- **K–6:** i-Ready Reading Diagnostic 2 will demonstrate 40% stretch growth from baseline (Diagnostic 1) for EL, LTEL, and SWD students.
- **Grades 3–6:** FIAB, IAB, and ICA assessments administered at the end of each CCSS strand will be used to monitor student progress toward grade-level proficiency.

**Outcomes monitored by Administration and Teachers:**

- Growth rates between i-Ready Diagnostic 1 to Diagnostic 2 to Diagnostic 3.
- Growth trends across FIAB, IAB, and ICA assessments by standard/strand.

#### 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:** Improve overall schoolwide English Language Arts performance by reducing Distance From Standard (DFS) from –54.6 to –39.6 and increasing the rate of proficiency by 5% (from 17.2% to 22.2%) for all students.

**Outcomes monitored by Administration and Teachers:**

- Year-over-year improvement in SBAC Distance From Standard for all students and for targeted student groups.

# 2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

## G1 - Academic Growth and Achievement

| Action | Funding       | Spending Activity    | Expense       | Personnel | FTE | Vendor / Purpose of Expenditure                                                                                                                      | Budget    |
|--------|---------------|----------------------|---------------|-----------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| G1A1   | Title 1 Basic | Instruction          | Subagreements |           |     | California Teaching Fellows Foundation : CA Teaching Fellows -split funded with 3010, 7090, 7091 & 739A                                              | 74,504.00 |
| G1A1   | Sup & Conc    | Instruction          | Teacher-Subs  |           |     | Sub days for BAS testing (K-2) **Budget lines for personnel include salaries and related benefits                                                    | 5,515.00  |
| G1A1   | Sup & Conc    | Instruction          | Teacher-Subs  |           |     | 2x12 days subs for SST/IEP **Budget lines for personnel include salaries and related benefits                                                        | 6,304.00  |
| G1A1   | Sup & Conc    | Instruction          | Teacher-Subs  |           |     | PL/PLC Planning Days for plan development, implementation, monitoring, data chats **Budget lines for personnel include salaries and related benefits | 13,035.00 |
| G1A1   | Sup & Conc    | Instruction          | Teacher-Supp  |           |     | Supplemental contracts to support academics & improve school climate **Budget lines for personnel include salaries and related benefits              | 16,079.00 |
| G1A1   | Sup & Conc    | Instruction          | Bks & Ref     |           |     | Curriculum Associates: Magnetic Reading and Teacher Toolbox, also supports G1A2                                                                      | 6,221.00  |
| G1A1   | Sup & Conc    | Instruction          | Mat & Supp    |           |     | Materials & supplies to support academics (Office Depot, Amazon, Grocery Outlet, etc)                                                                | 80,177.00 |
| G1A1   | Sup & Conc    | Instruction          | Nc-Equipment  |           |     | Technology and updates                                                                                                                               | 100.00    |
| G1A1   | Sup & Conc    | Instruction          | Subagreements |           |     | California Teaching Fellows Foundation : CA Teaching Fellows -split funded with 3010, 7090, 7091 & 739A                                              | 5,004.00  |
| G1A1   | Sup & Conc    | Instruction          | Direct-Maint  |           |     | Maintenance and repairs (technology and site)                                                                                                        | 1,000.00  |
| G1A1   | Sup & Conc    | Instruction          | Cons Svc/Oth  |           |     | TBD : Graphics; also supports G2. Graphics Dept closing, moved from object 5725 to 5899.                                                             | 5,000.00  |
| G1A1   | LCFF: EL      | Instruction          | Teacher-Supp  |           |     | ELPAC Assessors **Budget lines for personnel include salaries and related benefits                                                                   | 8,590.00  |
| G1A1   | LCFF: EL      | Instruction          | Subagreements |           |     | California Teaching Fellows Foundation : CA Teaching Fellows -split funded with 3010, 7090, 7091 & 739A                                              | 33,552.00 |
| G1A1   | LCFF: EL      | Parent Participation | Mat & Supp    |           |     | Reclassification dinner, also supports G3                                                                                                            | 1,500.00  |

**\$256,581.00**

# The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Tiered Supports to Strengthen Student Belonging and Engagement

### Action Details

Life Skills

Turner Elementary will continue to create a positive school climate by strengthening meaningful relationships and expanding a cohesive social-emotional support network to ensure a safe, welcoming environment for all students. Building on additions made in starting in the 2023-2024 school year, Turner will continue to develop its SEL team and add further support through outside partnerships, including (but not limited to) All 4 Youth Counseling Services. The SEL and Climate and Culture Teams will use climate survey data, attendance trends, and behavior and suspension data to identify schoolwide needs and implement proactive strategies that promote belonging and engagement for students, staff, and families.

## Direct Instructional Services

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: Universal Supports**

- Instruction in schoolwide behavioral expectations provided twice per year.
- Weekly SEL instruction using Second Step.
- Schoolwide access to clubs (grades 4-6) on a bimonthly basis.
- Monthly ROAR rewards for positive behavior and decision-making.
- Semesterly recognition for academic achievement and excellent attendance.
- Student of the Month recognition using Character Counts themes.

**Tier II: Targeted Supports**

- Targeted Support Team (TST) implementing and monitoring academic, behavioral, and social-emotional interventions for identified students.
- Home School Liaison (HSL) and Office Assistant providing additional attendance monitoring and family contact for students with emerging attendance concerns.
- Community Liaison coordinating ROAR activities, attendance recognitions, assemblies, and positive-behavior events.

**Tier III: Intensive Supports**

- Student Success Team (SST) referrals initiated after Tier II cycles show limited progress, with access to:
  - SPED assessment
  - All 4 Youth counseling services
  - ISET referrals via DPI

- Staff providing intensive support may include:
  - Restorative Practices Counselor (if staffed)
  - Intervention Specialist
  - Home School Liaison
  - Community Liaison
  - Academic Coaches

## 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.

- **Targeted identification and monitoring:** TST and Administration will analyze ELPI, ELPAC, attendance, behavior, and academic data to identify EL students, including Newcomers, LTELs, and Reclassified students, who need additional support.
- **Small-group intensive ELD instruction:** Provide academic language development through targeted small-group lessons aligned to ELD standards and student proficiency levels.
- **Attendance support:** Home School Liaison (HSL) will provide monitoring, outreach, and family communication for EL students with chronic or emerging attendance concerns.
- **SEL and behavioral support:** Intervention Specialist (IS) will provide SEL supports such as Check-In/Check-Out (CICO), small-group skill-building, and Tier II/III interventions for EL students.
- **Parent engagement and communication:** Use Title I Parent Engagement funds to increase EL parent involvement through multilingual meetings, intervention information sessions, and accessible communication in families' primary languages.
- **Bilingual resources and translation services:** Provide communication and resources in Hmong, Spanish, ASL, and other primary languages to ensure equitable access for EL families.
- **TST/SST support for EL students:** TST will coordinate layered supports (academic, behavioral or attendance), and SST will be used when EL students require more intensive, individualized interventions.
- **Culturally diverse engagement opportunities:** Offer culturally diverse clubs and activities to promote belonging, identity, and school engagement for EL students.

## 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 provide targeted small-group instruction for SWD students.
- Materials and supplies to support differentiated instructional needs.

### Socio-economically Disadvantaged (SED):

- Dedicated Teaching Fellow to provide targeted small-group instruction to specified SED students, based on need.
- Materials and supplies to support instruction and access to learning.

### Hispanic (HI):

- Dedicated Teaching Fellow to support specified Hispanic students, based on need, in small group instruction

- Materials & Supplies to support instruction

**English Learner (EL):**

- Dedicated Teaching Fellow to provide targeted small-group instruction and increase exposure to ELD lessons that strengthen academic language development.
- Materials and supplies to support language development and core instruction.

**African American (AA):**

- Dedicated Teaching Fellow to provide targeted small-group instruction for specified African American students, based on need.
- Materials and supplies to support instruction and student engagement.

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 that reinforce SEL-based programs and promote positive school climate.
- **(7091)** – Dedicated Teaching Fellow to provide targeted small-group instruction for SWD students.

**English Learner (EL):**

- **(7090)** – Incentives to support clubs, ROARs, HSL, IS, and RCA supplies aligned to SEL-based programs and student engagement.
- **(7091)** – Dedicated Teaching Fellow to provide targeted small-group instruction and increase exposure to ELD lessons that strengthen 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 schoolwide behavioral expectations twice a year.
- Students will receive weekly SEL skill-building lessons using Second Step.
- Students will have bimonthly access to schoolwide clubs.
- Students will have the opportunity to attend monthly ROAR rewards for making positive decisions.
- Students will receive semesterly recognition for academic achievement and excellent attendance.
- Students will be recognized as Student of the Month, aligned to Character Counts themes.

**Tier II:**

- The TST will implement and monitor targeted academic, behavioral, and SEL supports for students on caseload.
- The HSL and Office Assistant will receive additional time to monitor and contact students with chronic absenteeism.
- The Community Liaison will receive additional time to coordinate ROAR activities, attendance recognition events, informational assemblies, and other positive-behavior initiatives.

**Tier III:**

- SST referrals will be initiated when cycles of support through TST do not demonstrate sufficient growth, with the following options:
  - Special Education referrals, as needed.
  - All 4 Youth counseling services for individualized support.
  - ISET referrals via DPI, as needed.

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family workshops on behavioral expectations and SEL.
- Weekly (Sunday evening) Parent Square messages with updates on ROAR, clubs, and other pertinent school information
- Parent University sessions focused on SEL and attendance support.
- Parent meetings for students on TST caseload.
- Follow-up communication with families of students with chronic absenteeism.
- Parent participation in SST meetings and referral processes.

## Professional Learning

Describe Professional Learning related to this action.

- Training twice a year on schoolwide behavioral expectations and consistent implementation.
- Second Step SEL curriculum training and refreshers, as needed.
  - Quarterly check-ins on lesson completion
- Professional learning on effective Tier I classroom management strategies.
- Training on TST processes, progress-monitoring, and intervention documentation, provided monthly
- Professional development on trauma-informed practices.
- Professional learning on cultural responsiveness and relationship-building, with CCS follow-up, as needed.
- Training on de-escalation strategies and supporting student regulation, with CCS and Academic Coach follow-up, as needed

## Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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 the TST to identify student needs and implement targeted supports.
- Evidence that students are receiving timely interventions to ensure they are in school and ready to learn.
- Consistent monitoring of student progress by TST members

**Outcomes measured by:**

- TST, Admin, Resource Teacher, School Psychologist, IS

### 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 will monitor student behavior changes using pre-, mid-, and post-data collection.
- IS will use data from the following SEL supports to measure growth:
  - Small-group sessions
  - Check-In/Check-Out (CICO)
  - Young Men of Character / Girl Power

**Outcomes measured by:**

- TST, Admin, Resource Teacher, School Psychologist, IS

### 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 students' sense of belonging will continue to grow.

**Outcomes measured by:**

- TST, Admin, Resource Teacher, School Psychologist, IS

# The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Prop. 28 (VAPA)

### Action Details

Community Engagement

Turner Elementary is committed to providing students with meaningful opportunities to engage in a variety of real-world learning experiences. By partnering with the After School Program, students will have expanded access to clubs and enrichment activities offered immediately after the school day, increasing participation and exposure to diverse experiences.

Turner also employs teachers who provide instruction in music and dance as part of the school day, ensuring students have access to Visual and Performing Arts (VAPA) on a regular basis. In addition, Turner will use remaining Prop 28 VAPA personnel funds to hire outside vendors to teach students and staff a range of cultural arts activities. These offerings—such as American folk dance, hip hop, and Polynesian dance—will allow students to learn about and experience different cultures through dance and song integrated into the school day.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

### Direct Instructional Services

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: Schoolwide Instruction**

- Music, dance, and choir instruction provided during the school day by credentialed VAPA staff.
- Schoolwide access to cultural arts instruction (e.g., folk dance, African drumming, Polynesian dance) through contracted VAPA vendors.
- Materials and supplies used to support daily instruction, including instruments, costumes, art supplies, sound equipment, and instructional technology.
- Guest speakers and volunteers providing culturally relevant music and dance enrichment to expand real-world learning opportunities.

### 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.

**EL students gain meaningful support through participation in Visual and Performing Arts, such as:**

- Music, dance, and cultural arts instruction provide natural language-rich environments, supporting vocabulary development and comprehension.

- Visual, auditory, and kinesthetic instruction in VAPA offers multiple modalities that help ELs access content regardless of language proficiency.
- Culturally diverse performances and activities affirm students' cultural identities and promote positive school belonging, which is tied to EL engagement.
- Choir and music instruction reinforce oral language production in a low-risk, highly engaging setting.
- Dance and movement provide non-linguistic entry points, supporting ELs' conceptual understanding even while language develops.

## Student Groups

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

**Materials and Supplies:** There is no Title I-funded purchases allocated to support Prop 28 activities.

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

**Materials and Supplies:** There are no LCFF or EL-funded purchases allocated to support Prop 28 activities.

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

**Staff & Personnel:**

- Dedicated certificated personnel to teach Visual and Performing Arts to all students.
- Vendors to provide extension opportunities.

**Arts & Supplies:**

- Instruments, storage, and classroom space.
- Costumes and performance attire.
- Sound equipment (microphones, speakers, projectors, etc.)
- Sheet music, choreography resources, and instructional materials, as needed.
- Art and craft supplies used for integrated VAPA activities.
- Technology to support instruction, as needed.
- Maintenance and repairs for instruments and equipment.

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Families are invited to attend VAPA recitals and showcases held during the school day and through ELP performances.
- The school hosts evening dance events that highlight learned dances (e.g., American folk and Polynesian) and provide opportunities for families to learn and participate together.

## Professional Learning

Describe Professional Learning related to this action.

- There is no identified professional learning needed for classroom teachers at this time to support VAPA implementation.

## Progress Monitoring: Outcomes

### Reasoning for using this action:

☒ Moderate 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:**

- Administration will monitor attendance and participation rates, schoolwide on Atlas

#### 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:**

- Administration will monitor attendance and participation rates, schoolwide on Atlas

#### 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:**

- Administration will monitor attendance and participation rates, schoolwide on Atlas

## 2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

### G2 - The Whole Child (SEL and Engagement)

| Action | Funding       | Spending Activity                | Expense      | Personnel                      | FTE    | Vendor / Purpose of Expenditure                                                                                     | Budget    |
|--------|---------------|----------------------------------|--------------|--------------------------------|--------|---------------------------------------------------------------------------------------------------------------------|-----------|
| G2A1   | Title 1 Basic | Parent Participation             | Mat & Supp   |                                |        | Parent Involvement<br>**No Food or Incentives**                                                                     | 2,224.00  |
| G2A1   | Sup & Conc    | Instruction                      | Mat & Supp   |                                |        | : Field day; supports student engagement and climate                                                                | 5,500.00  |
| G2A1   | Sup & Conc    | Instruction                      | Direct Trans |                                |        | Leadership & 6th grade transportation                                                                               | 6,500.00  |
| G2A1   | Sup & Conc    | Instruction                      | Direct-Food  |                                |        | : Food for events to support engagement                                                                             | 2,000.00  |
| G2A1   | Sup & Conc    | Instruction                      | Cons Svc/Oth |                                |        | TBD : Celebrations and rallies, also supports G1 and VAPA                                                           | 11,000.00 |
| G2A1   | Sup & Conc    | Attendance & Social Work Service | Cls Sup-Reg  | Liaison, Sch/Community Spanish | 0.4375 |                                                                                                                     | 34,911.00 |
| G2A1   | Sup & Conc    | Attendance & Social Work Service | Cls Sup-Ext  |                                |        | Extra time for CSL/OA/HSL **Budget lines for personnel include salaries and related benefits                        | 10,360.00 |
| G2A1   | Sup & Conc    | Attendance & Social Work Service | Local Mileag |                                |        | Local mileage                                                                                                       | 750.00    |
| G2A1   | Sup & Conc    | Ancillary Services               | Cls Sup-Sup  |                                |        | Supplemental contracts to improve school climate **Budget lines for personnel include salaries and related benefits | 5,200.00  |
| G2A1   | LCFF: EL      | Parent Participation             | Cls Sup-Ext  |                                |        | Extra time **Budget lines for personnel include salaries and related benefits                                       | 518.00    |

**\$78,963.00**

# 2026-2027 Budget Detail for Schools

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

| Fund | Unit | Dept | Actv | Func | Obj  | Obj Name      | Personnel                      | Jobcode | Employee name    | Fte    | Action | Vendor / Purpose Of Expenditure                                                                                                                      | Budget    |
|------|------|------|------|------|------|---------------|--------------------------------|---------|------------------|--------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 060  | 3010 | 0460 | 1110 | 1000 | 5110 | Subagreements |                                |         |                  |        | G1A1   | California Teaching Fellows Foundation : CA Teaching Fellows -split funded with 3010, 7090, 7091 & 739A                                              | 74,504.00 |
| 060  | 3010 | 0460 | 1110 | 2495 | 4300 | Mat & Supp    |                                |         |                  |        | G2A1   | Parent Involvement<br>**No Food or Incentives**                                                                                                      | 2,224.00  |
| 030  | 7090 | 0460 | 1110 | 1000 | 1120 | Teacher-Subs  |                                |         |                  |        | G1A1   | Sub days for BAS testing (K-2) **Budget lines for personnel include salaries and related benefits                                                    | 5,515.00  |
| 030  | 7090 | 0460 | 1110 | 1000 | 1120 | Teacher-Subs  |                                |         |                  |        | G1A1   | 2x12 days subs for SST/IEP **Budget lines for personnel include salaries and related benefits                                                        | 6,304.00  |
| 030  | 7090 | 0460 | 1110 | 1000 | 1120 | Teacher-Subs  |                                |         |                  |        | G1A1   | PL/PLC Planning Days for plan development, implementation, monitoring, data chats **Budget lines for personnel include salaries and related benefits | 13,035.00 |
| 030  | 7090 | 0460 | 1110 | 1000 | 1160 | Teacher-Supp  |                                |         |                  |        | G1A1   | Supplemental contracts to support academics & improve school climate **Budget lines for personnel include salaries and related benefits              | 16,079.00 |
| 030  | 7090 | 0460 | 1110 | 1000 | 4200 | Bks & Ref     |                                |         |                  |        | G1A1   | Curriculum Associates: Magnetic Reading and Teacher Toolbox, also supports G1A2                                                                      | 6,221.00  |
| 030  | 7090 | 0460 | 1110 | 1000 | 4300 | Mat & Supp    |                                |         |                  |        | G1A1   | Materials & supplies to support academics (Office Depot, Amazon, Grocery Outlet, etc)                                                                | 80,177.00 |
| 030  | 7090 | 0460 | 1110 | 1000 | 4300 | Mat & Supp    |                                |         |                  |        | G2A1   | : Field day; supports student engagement and climate                                                                                                 | 5,500.00  |
| 030  | 7090 | 0460 | 1110 | 1000 | 4400 | Nc-Equipment  |                                |         |                  |        | G1A1   | Technology and updates                                                                                                                               | 100.00    |
| 030  | 7090 | 0460 | 1110 | 1000 | 5110 | Subagreements |                                |         |                  |        | G1A1   | California Teaching Fellows Foundation : CA Teaching Fellows -split funded with 3010, 7090, 7091 & 739A                                              | 5,004.00  |
| 030  | 7090 | 0460 | 1110 | 1000 | 5721 | Direct Trans  |                                |         |                  |        | G2A1   | Leadership & 6th grade transportation                                                                                                                | 6,500.00  |
| 030  | 7090 | 0460 | 1110 | 1000 | 5723 | Direct-Maint  |                                |         |                  |        | G1A1   | Maintenance and repairs (technology and site)                                                                                                        | 1,000.00  |
| 030  | 7090 | 0460 | 1110 | 1000 | 5767 | Direct-Food   |                                |         |                  |        | G2A1   | : Food for events to support engagement                                                                                                              | 2,000.00  |
| 030  | 7090 | 0460 | 1110 | 1000 | 5899 | Cons Svc/Oth  |                                |         |                  |        | G2A1   | TBD : Celebrations and rallies, also supports G1 and VAPA                                                                                            | 11,000.00 |
| 030  | 7090 | 0460 | 1110 | 1000 | 5899 | Cons Svc/Oth  |                                |         |                  |        | G1A1   | TBD : Graphics; also supports G2. Graphics Dept closing, moved from object 5725 to 5899.                                                             | 5,000.00  |
| 030  | 7090 | 0460 | 1110 | 3130 | 2210 | Cls Sup-Reg   | Liaison, Sch/Community Spanish | W135    | Villegas, Sandra | 0.4375 | G2A1   |                                                                                                                                                      | 34,911.00 |
| 030  | 7090 | 0460 | 1110 | 3130 | 2230 | Cls Sup-Ext   |                                |         |                  |        | G2A1   | Extra time for CSL/OA/HSL **Budget lines for personnel include salaries and related benefits                                                         | 10,360.00 |
| 030  | 7090 | 0460 | 1110 | 3130 | 5211 | Local Mileag  |                                |         |                  |        | G2A1   | Local mileage                                                                                                                                        | 750.00    |
| 030  | 7090 | 0460 | 1110 | 4000 | 2260 | Cls Sup-Sup   |                                |         |                  |        | G2A1   | Supplemental contracts to improve school climate **Budget lines for personnel include salaries and related benefits                                  | 5,200.00  |
| 030  | 7091 | 0460 | 4760 | 1000 | 1160 | Teacher-Supp  |                                |         |                  |        | G1A1   | ELPAC Assessors **Budget lines for personnel include salaries and related benefits                                                                   | 8,590.00  |
| 030  | 7091 | 0460 | 4760 | 1000 | 5110 | Subagreements |                                |         |                  |        | G1A1   | California Teaching Fellows Foundation : CA Teaching Fellows -split funded with 3010, 7090, 7091 & 739A                                              | 33,552.00 |
| 030  | 7091 | 0460 | 4760 | 2495 | 2230 | Cls Sup-Ext   |                                |         |                  |        | G2A1   | Extra time **Budget lines for personnel include salaries and related benefits                                                                        | 518.00    |
| 030  | 7091 | 0460 | 4760 | 2495 | 4300 | Mat & Supp    |                                |         |                  |        | G1A1   | Reclassification dinner, also supports G3                                                                                                            | 1,500.00  |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$76,728.00         |
| Sup & Conc            | 7090   | \$214,656.00        |
| LCFF: EL              | 7091   | \$44,160.00         |
| <b>Grand Total</b>    |        | <b>\$335,544.00</b> |

| Goal Totals                               | Budget Totals       |
|-------------------------------------------|---------------------|
| G1 - Academic Growth and Achievement      | \$256,581.00        |
| G2 - The Whole Child (SEL and Engagement) | \$78,963.00         |
| <b>Grand Total</b>                        | <b>\$335,544.00</b> |

\$335,544.00