



Comprehensive Support and Improvement (CSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Turner Academy	39685850125369	May 26, 2026	6/16/2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Turner Academy for meeting ESSA's planning requirements for Comprehensive Support and Improvement (CSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Annual Review	6
Goals, Strategies, & Proposed Expenditures.....	9
Goal 1.....	9
Goal 2.....	12
Goal 3.....	15
Goal 4.....	17
Budget Summary	20
Budget Summary	20
Other Federal, State, and Local Funds	20
Budgeted Funds and Expenditures in this Plan	21
Funds Budgeted to the School by Funding Source.....	21
Expenditures by Funding Source	21
Expenditures by Budget Reference	21
Expenditures by Budget Reference and Funding Source	21
Expenditures by Goal.....	22
School Site Council Membership	23
Recommendations and Assurances	24

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards.

Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Turner Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Comprehensive Needs Assessment

The process began in December 2025 and continued through February 2026 with the Comprehensive Needs Assessment (CNA), during which the school community engaged in multiple activities to examine current practices and student outcomes. This phase included administering the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey, conducting classroom visits, facilitating focus groups, and reviewing artifacts related to instructional practices, school systems, and student supports. In addition, school leaders completed a reflective self-

assessment aligned with the Four Domains for Rapid School Improvement to evaluate leadership, instruction, culture, and systems and provide internal perspectives on current practices.

Stakeholder engagement was an integral part of this process, with input gathered from teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were used to gather perspectives, validate findings, and build shared understanding of the school's strengths and areas for growth. As part of this phase, the team also reviewed Lodi Unified's accountability data, including student attendance and achievement data available through the school's report card. The combination of stakeholder input, quantitative data, and artifact review provided a well-rounded understanding of school performance and informed the findings of the CNA report.

Phase Two: Root Cause Analysis

In the second phase, the leadership team engaged in a root cause analysis process to examine the CNA findings more deeply. Through collaborative discussions and data analysis, the team identified the key factors influencing student performance and school outcomes. This process helped clarify the underlying drivers of both strengths and challenges, allowing the team to prioritize the most critical areas for improvement and focus their efforts on strategies most likely to impact student learning.

Phase Three: SPSA Plan Development

The final phase focused on the development of the School Plan for Student Achievement (SPSA). Using insights from the CNA and root cause analysis, school leadership teams with input from stakeholders worked together to develop focused goals, strategies, and actionable steps aligned with identified needs. This phase emphasized ensuring that improvement efforts are clearly connected to data and supported by specific actions designed to strengthen instructional practices, support student learning, and promote continuous improvement across the school.

Ongoing Engagement and Continuous Improvement

The school will continue to engage educational partners throughout the year to review progress and guide ongoing improvement of the School Plan for Student Achievement (SPSA). The School Site Council (SSC) will serve as a central structure for monitoring the implementation of strategies, reviewing student data, and discussing adjustments to actions based on evidence of impact. The English Learner Advisory Committee (ELAC) and other parent advisory groups will also be provided opportunities to review progress and offer input, ensuring that the needs of English learners and other student groups remain a focus of the school's improvement efforts.

Staff collaboration will also support the ongoing implementation of the plan. Regular opportunities during staff and team meetings will be used to review data, reflect on instructional practices, and make adjustments to strategies as needed to better support student learning.

The school will continue to communicate updates and gather feedback from the broader school community through multiple channels, such as newsletters, school communication platforms, parent meetings, and translated materials to ensure accessibility for all families. Student perspectives will also be incorporated through a variety of opportunities, such as surveys, classroom discussions, and student leadership forums.

Through continued collaboration and communication with educational partners, the school will use the SPSA as a living plan that guides improvement efforts and responds to the evolving needs of students and the school community.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Turner Academy is a small, therapeutic learning environment designed to support students with significant social, emotional, and behavioral needs through specialized instruction and individualized services. Through the needs assessment process, several opportunities were identified to further strengthen equitable access to high-quality educational experiences:

Expanded Access to Grade-Level Standards

Students benefit from continued development of instructional approaches that provide access to grade-level content in ways that are developmentally and cognitively appropriate, ensuring meaningful engagement with rigorous learning.

Enhanced Access to Technology and Adaptive Tools

Strengthening access to assistive technologies and adaptive resources aligned to individual student needs will further support engagement, independence, and progress toward learning goals.

Strengthening Specialized Instructional Resources

Continued refinement and expansion of adapted and modified instructional materials will help ensure students can fully access rigorous and meaningful academic content.

Improved Alignment of Assessment and Progress Monitoring

Developing and utilizing aligned assessment tools and progress monitoring systems will better capture both academic and functional growth, allowing for more responsive and targeted instruction.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Turner Academy qualifies for CSI status due to a complete lack of performance data on state indicators, which is a CSI qualifying condition under ESSA and California’s CSI identification rules.

1. Absence of Performance Color on All State Indicators

The school dashboard shows “No Performance Color” for all five key indicators:

- * Chronic Absenteeism
- * Suspension Rate
- * English Learner Progress
- * English Language Arts
- * Mathematics

This indicates that insufficient data was available to calculate performance levels on these required indicators. According to the California Department of Education (CDE), this triggers additional review.

Turner Academy qualifies as a Comprehensive Support and Improvement (CSI) school due to a total absence of performance data across all Dashboard indicators and student groups. This lack of data prevents the school from demonstrating progress or performance and is grounds for CSI identification under California and federal accountability frameworks.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

2. No Performance Data Reported for Any Student Group

The Student Group Report confirms that all student groups (e.g., English Learners, Socioeconomically Disadvantaged, Students with Disabilities, etc.) have:

- * “N/A” (Not Available) or “--” (No Data) for all indicators.
- * This includes both status and change data, making it impossible to assess student outcomes or growth

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement

Increase student achievement in English Language Arts and Mathematics through the implementation of rigorous, evidence-based instructional practices and differentiated professional development. Turner Academy will focus on strengthening small-group instruction, aligning teaching to content standards, and personalizing teacher support to meet the needs of all learners, including English learners and students with disabilities.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

a. Growth Happened—but Far Below Target

Turner aimed for +25 points

Actual growth: +6 to +7 points

That's roughly 25–30% of the goal

This suggests:

Strategies may not have been implemented consistently or effectively Or the goal was not realistic given starting performance levels

b. Proficiency Remains Extremely Low

0% at grade level (iReady) is a major red flag

7.14% meeting standards indicates minimal movement in core achievement

c. Math Slightly Outperformed ELA

Math showed a clearer upward trend (+11.6 in one indicator)

Still far below standard, but directionally stronger

d. Subgroup Performance Needs Urgent Focus

A 33-point decline is not a minor fluctuation

Likely causes:

EL supports not effectively implemented

Inconsistent small-group instruction

Misalignment between Tier 1 instruction and student needs

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

1. Did not need as much timecard funding. Other staff was able to cover classes.

2. Less money and focus was put on Software Licenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. Addition of Literacy Teacher to this Plan

2. Less focus on Software Licenses.

3. Provide specialized professional development through visible learning framework.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Behavioral

Improve student outcomes by strengthening social-emotional learning, increasing student engagement, and reducing behavioral incidents through trauma-informed practices, restorative strategies, and targeted tiered supports. The school will leverage its strength in diagnosing student needs to implement professional learning and systems that foster emotional regulation, positive behavior, and school connectedness for all students, especially those with disabilities and those at risk of chronic absenteeism or suspension.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of strategies and activities aligned to Turner Academy's goals produced mixed outcomes. While efforts to reduce suspension rates were not effective, there was measurable progress in addressing chronic absenteeism.

Chronic Absenteeism:

Chronic absenteeism decreased by 3.8%, bringing the rate down to 44% and moving the school closer to its target of 35%. This improvement suggests that attendance-focused strategies—such as enhanced communication, incentives, and tiered supports—helped mitigate some of the systemic barriers families face, including trauma, transportation, and health-related challenges. Continued and expanded support will be necessary to sustain and accelerate this progress.

Suspension Rates:

Suspension rates increased significantly in 2025, rising from 7.7% to 16%, falling short of the school's target. This indicates a need to reassess current approaches to student behavior and discipline and to identify more effective, supportive interventions.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

1. Digital social-Emotional program was not fully implemented.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we will establish a formal individualized attendance and suspension intervention process to identify chronically absent students earlier to provide support.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

Turner Academy will increase meaningful family engagement by improving communication, building trust, and creating inclusive opportunities for families to support their child's academic and behavioral growth.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Currently, the issue isn't just low turnout—it's that the system to support engagement doesn't exist yet. Turner needs to focus first on building the structure (tracking, outreach, access), then on increasing participation.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All parts of the goal were implemented.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will organize at least 3 inclusive family events in the new school year with personalized outreach.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Comprehensive Supports and Interventions (CSI)

Turner Academy will improve student academic and behavioral outcomes by implementing a comprehensive, data driven system of support that includes evidence-based instructional practices, tiered interventions, and targeted professional development. This goal addresses low performance in English Language Arts and mathematics, high chronic absenteeism and suspension rates, and the need to strengthen family and student engagement.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of strategies and activities aligned to the CSI goal at Turner Academy produced mixed results. While there was modest progress in academic performance and attendance, overall impact remained limited, and suspension rates increased.

Academic Outcomes (ELA and Math):

With targeted interventions in place, ELA performance increased by 6.3 points and Math performance by 7.4 points. Despite these gains, overall student performance remains well below standard, as reflected by a Dashboard rating of "No Color." These results indicate that while current instructional strategies and efforts to increase assessment participation are beginning to show positive movement, they are not yet sufficient to meet the level of growth required to achieve school goals.

Chronic Absenteeism:

Chronic absenteeism decreased by 3.8 percentage points to 44%, moving the school closer to its goal of 35%. This improvement suggests that strategies such as enhanced communication, incentives, and tiered supports have had a positive impact in addressing barriers to attendance. However, significant challenges remain, particularly those related to trauma, transportation, and health, indicating a continued need for expanded and sustained support.

Suspension Rates:

Suspension rates increased significantly in 2025, rising from 7.7% to 16%, and did not meet the established target. This trend highlights a need to reevaluate and strengthen behavioral supports and intervention strategies.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Conferences were not well attended by all staff and on-site professional development needed to be more specific to the needs of the school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- This year, professional development will be more specific to the needs of the school.
- Conferences will be aligned to the CNA priority needs and attendees will be selected based on role, relevance and greatest potential impact on student outcomes.
- Digital SEL curriculum will be fully implemented.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement

By June 2027, Turner Academy will increase student achievement in English Language Arts and Mathematics by implementing consistent, standards-aligned, evidence-based instructional practices with fidelity across all classrooms. The school will prioritize rigorous small-group instruction, clear learning objectives tied to IEP goals, and differentiated professional development to accelerate academic growth for all learners, including English Learners and students with disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUISD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LUISD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUISD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

* ELA: 0% of 2nd–8th grade students at or above grade level on MOY iReady; ALL students scored 175.7 points below standard on CA Dashboard (declined 33.1 points).

* Math: 7.14% met or exceeded CAASPP standards; ALL students scored 181.5 points below standard.

* CNA Priority Need #1 & #2: Lesson objectives inconsistently articulated; assessment data not consistently used to adjust instruction; first-time instruction needs strengthening.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: ELA (All Students)	175.7 pts below standard; declined 33.1 pts	Reduce gap by 25 points toward standard
iReady MOY ELA (Grades 2–8)	0% at or above grade level	5% at or above grade level
CAASPP ELA (Grades 3–8)	7.14% met or exceeded standards	10% meet or exceed standards
CA Dashboard: Math (All Students)	181.5 pts below standard; increased 11.6 pts	Perform at or above 165 pts below standard
iReady MOY Math (Grades 2–8)	5.88% at or above grade level	10% at or above grade level
CAASPP Math (Grades 3–8)	7.14% met or exceeded standards	10% meet or exceed standards
EL Progress Indicator	0% made progress toward English proficiency	5% demonstrate progress on EL Progress Indicator

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy: Implement and sustain a grant-funded literacy teacher to provide structured, evidence-based reading and writing intervention aligned to each student's IEP goals. Action Steps: 1. The literacy teacher will deliver daily Tier 2 and Tier 3 reading and writing intervention using SONDAY and supplemental evidence-based programs, maintaining individual student progress logs tied to IEP goals. 2. The literacy teacher will meet weekly with classroom teachers to review student data and collaboratively adjust instructional approaches based on current assessment results. 3. The principal and vice principal will monitor literacy program fidelity and student growth trends at each MTSS data conference, using progress logs to determine whether instructional adjustments are needed.	All Students	\$ LCRSET - Grant
1.2	Strategy: Conduct structured MTSS data conferences at least 4 times per year so teachers and paraprofessionals can analyze iReady, SIPPS, SONDAY, and formative data and develop targeted instructional responses. Action Steps: 1. By September, the principal will schedule all 4 MTSS data conference sessions for the year using compensated timecards. 2. By September principal and vice principal will create and distribute a structured data analysis protocol at least one week before each session. 3. At each session, teachers and paraprofessionals will review iReady, CAASPP, and IEP progress data together, identify students not making expected growth, and document at least one specific instructional adjustment per student on the Data Collection Sheet. 4. The principal and vice principal will follow up within two weeks of each conference by conducting a classroom observation to confirm planned instructional adjustments are being implemented.	All Students	\$1500 Title I 1120 Teacher Temp Certificated Time Card \$376 Title I 3000 Benefits Benefits for Certificated Time Cards \$1500 Title I 2120 Para Temp Classified Time Cards \$584 Title I 3000 Benefits Benefits for Classified Time Cards
1.3	Strategy: To increase student access to differentiated, standards-based content in ELA and Math purchase and implement supplemental software licenses such as NewsELA, Prodigy Math, Scholastic aligned to the SPED core curriculum. Action Steps: By the start of the school year, the administrator will purchase all licenses and ensure every teacher and support staff member has an active account	All Students	\$2620 Title I 5875 Technology Licenses NewsELA, Prodigy Math, Moby Max, Scholastic

	and has completed the platform onboarding module. Each teacher will integrate at least one platform into weekly instruction and document its use in lesson plans; the administrator will verify use during bi-monthly classroom walkthroughs. At the mid-year and end-of-year MTSS meetings, teachers will share student engagement and progress data from select platforms regarding their use and impact to inform renewal decisions.		
1.4	Supplemental Student Instructional Supplies The school will provide supplemental student instructional supplies to support implementation of instruction in English Language Arts and Mathematics. Supplies may include consumable classroom materials, intervention resources, and instructional tools used during whole group, small group, and targeted intervention settings. These materials will support differentiated instruction, strengthen small-group learning, and increase student engagement across grade levels. Teachers will use these resources to reinforce core concepts, provide additional practice, and meet the needs of diverse learners.	All Students	\$992 Title I 4300 Materials Student Supplemental Materials

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional and Behavioral Support

By June 2027, Turner Academy will reduce chronic absenteeism from 47.8% to 42% or below and maintain or further reduce the suspension rate below 7% by deepening implementation of trauma-informed practices, strengthening individualized attendance supports, and building consistent use of restorative strategies across all staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data, and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- * Chronic absenteeism increased to 47.8% in 2024–25, far exceeding the 35% target. Students with disabilities (47.8%) and socioeconomically disadvantaged students most impacted.
- * Suspension rate decreased to 8.7%, meeting the target — positive behavior strategies are working and must be sustained.
- * CNA: The school's strength in diagnosing student needs should be leveraged to design proactive, individualized attendance and behavioral supports. Deeper PD in trauma-informed and restorative practices is recommended.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism (All Students)	CA Dashboard: Chronic Absenteeism (All Students) 47.8%; increased 3.0% (2024–25)	Reduce to 42% or lower
CA Dashboard: Chronic Absenteeism (SWD)	47.8% of students with disabilities	Reduce to 42% or lower
CA Dashboard: Suspension Rate	8.7%; decreased 1.0% (2024–25)	Maintain or reduce to 7% or lower
Individualized Attendance Plans	No formal system in place	100% of chronically absent students identified by October have a written attendance support plan

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy: Provide site-based professional development in trauma-informed care, de-escalation, and restorative practices to deepen	All Students	\$

	staff capacity to prevent behavioral escalation and increase student connection to school. Action Steps: 1. The administrator will contract with consultant for site-specific PD support for Autism with behavior and reflects the changes in student enrollment 2. The administrator will contract with a consultant (see Goal 4, Strategy 4.2) to deliver at least two full-staff PD sessions on trauma-informed care and restorative practices before the end of the second semester. 3. Teachers will receive individualized support for specific classroom coaching needs aligned to instruction, suspension and attendance expectations. 4. After each PD session, all staff will identify and note at least one classroom strategy they will implement; the administrator will provide follow-up support within two weeks. 5. The administrator will track suspension and behavior incident data monthly and share trends at each staff meeting to monitor whether implemented strategies are reducing behavioral escalations.		Funding will be provided through CSI - See Goal 4.
2.2	Strategy: Establish a formal individualized attendance intervention process to identify chronically absent students early and provide personalized supports for students and families. Action Steps: 1. By the end of October, the administrator will pull an attendance report, identify all students who are chronically absent, and convene each student's support team to develop a written individualized attendance plan. 2. The assigned staff member for each high-priority student will make a documented personal outreach contact (phone call, home visit, or in-person meeting) with the family at least once per month to review the plan and address barriers to attendance. 3. The administrator will report attendance data and the status of active attendance plans to the SSC at each quarterly meeting and will adjust strategies based on trends.	All Students	
2.3	Strategy: Establish a formal individualized suspension intervention process to identify students early and provide personalized support for students and families. Action Steps: 1. Reentry meeting with families upon students returning from out-of-school suspension to align communication and strengthen partnerships. 2. The administrators and the BCBA will create on-campus interventions for pre-suspension supports such as additional spaces for students to work on their own.	All Students	
2.4	Strategy: Provide integrated English Language Development (ELD) support through classroom-based coaching, modeling, and collaboration to strengthen language	English Learners	

	development, student engagement, and access to instruction for students at Turner Academy. District ELD Coaches will support staff in implementing integrated ELD strategies aligned to the unique behavioral, academic, and communication needs of students within the therapeutic school setting. Action Steps: 1. The administrator will collaborate with District ELD Coaches to identify instructional priorities and integrated ELD supports aligned to the needs of students at Turner Academy. 2. District ELD Coaches will provide classroom-based support, modeling, and collaborative planning focused on integrated ELD strategies, language development, student engagement, and instructional access across content areas. 3. Teachers will implement integrated ELD strategies within daily instruction to support student communication, academic language, and participation in classroom learning activities. Staff will engage in collaborative reflection and instructional support conversations following coaching and modeling opportunities to identify effective strategies and next instructional steps. 4. The administrator and District ELD Coaches will review student participation, engagement, and instructional support needs throughout the school year to guide ongoing support and professional learning.		
--	---	--	--

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

GOAL 3: Family and Community Engagement

By June 2027, Turner Academy will increase meaningful family participation by ensuring that 4-6 families attend at least one school-hosted event and at least 4-6 families complete the Parent Climate and through multi-format, relationship-centered outreach that removes barriers of trust, language, and access.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- * Fewer than 4 parents responded to the 2025-26 Parent Climate and LCAP Survey; target was 7. Broad digital and paper outreach alone was insufficient.
- * WestEd CNA: 91% of respondents reported low to moderate conference attendance. Many families have had negative experiences with schools and trust must be built intentionally.
- * Because Turner is not the home school for any student, families often feel disconnected. CNA recommends leveraging Turner's collaborative culture to strengthen family outreach.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in School Events	Fewer than 4 families attended events (2025-26)	At least 4 to 6 families attend at least one school-hosted event
Parent Climate / LCAP Survey Completion	Fewer than 4 families completed the survey	At least 7 families complete the survey, offered in multiple formats
Documented Personal Outreach Contacts	No formal tracking system in place	Each family receives at least 2 documented personal contacts per semester

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy: Organize at least three inclusive, relationship-focused family events throughout the year and implement a personalized outreach and multi-format survey system to increase family participation and voice.	All Students	\$177 Title I: Parent Involvement 5715 Print Shop Duplication of Fliers and Activity Resources

Action Steps: 1. By September 1st, the administrator will schedule three family events for the year (Back-to-School Night, Coffee with the Principal, and a year-end student showcase) and distribute bilingual invitations via call, text, and paper at least two weeks before each event; each event will offer in-person and virtual options with translation support. 2. Each staff member will be assigned a set of families to maintain direct contact with at least twice per semester, documenting each contact (phone call, in-person conversation, or translated message) in a shared tracking log; the administrator will review the log monthly. 3. By February 1st, the administrator will distribute a brief 5–8 question parent perception survey in four formats (paper, online, phone interview, and in-person at IEP meetings) in English and Spanish; staff will personally invite families to complete it during outreach contacts and compile results for SSC review by March.		
--	--	--

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Comprehensive Support and Improvement (CSI)

Improve student academic and behavioral outcomes through sustained, targeted professional development that builds staff capacity to diagnose student needs, implement rigorous instruction, and maintain clear performance expectations — directly addressing all three WestEd CNA Priority Needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1 - All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

* CNA Priority Need #1: Assessment data not consistently used to adjust instruction; lesson objectives not always connected to IEP objectives or broader learning goals.

* CNA Priority Need #2: Opportunities to strengthen instructional rigor, equitable participation, and alignment of first-time instruction to district materials.

* CNA Priority Need #3: Paraprofessional engagement varied widely across classrooms; some staff unclear about their roles and connection to classroom instruction.

* Only 7.14% of students met or exceeded CAASPP standards in 2023–24; ELA Dashboard score declined significantly. Chronic absenteeism (47.8%) and low family engagement remain systemic barriers.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Participation and Performance	Limited participation; 7.14% met or exceeded standards	100% eligible participation; at least 10% meet or exceed standards in ELA and Math
CA Dashboard: Chronic Absenteeism	47.8%; increased 3.0%	Reduce to 42% or lower
CA Dashboard: Suspension Rate	8.7%; decreased 1.0%	Reduce to 7% or lower
Paraprofessional Role Clarity	Variable engagement across classrooms per CNA	100% of paras have written role expectations; 2 PD sessions address paraprofessional practice
Classroom Walkthroughs: Learning Intentions	Inconsistently observed per CNA	80% of walkthroughs show clearly stated learning intentions tied to IEP goals

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Strategy: Provide customized professional development addressing Turner Academy's specific instructional and behavioral needs, including paraprofessional role clarity, trauma-informed instruction, and academic rigor in a therapeutic setting. Action Steps: 1. The administrator will contract with a site-specific PD consultant by September and schedule at least two full-staff sessions: one focused on instructional rigor and data-driven practice, and one focused on paraprofessional roles and trauma-informed behavior support. 2. Before the paraprofessional-focused session, the administrator will develop and distribute written role expectation documents for all classified staff, clearly outlining their responsibilities in supporting instruction and behavior management. 3. The administrator will observe classrooms within two weeks of each PD session using a structured look-for tool and provide individual feedback and coaching to staff on implementation of session strategies	All Students	\$25000 Comprehensive Support and Improvement 5800 Prof and Operating/Consultants Academic/Behavioral PD Consultant
4.2	Strategy: Support teachers, paraprofessionals, and administrators to attend conferences aligned to Turner's improvement priorities in special education, behavioral support, trauma-informed care, and academic rigor. Action Steps: 1. By October, the administrator will identify approved conferences aligned to CNA priority needs and select attendees based on role relevance and greatest potential impact on student outcomes. 2. Each conference attendee will complete a structured debrief form within one week of returning and present 2–3 implementation takeaways at the next PLC or staff meeting. 3. The administrator will maintain a shared conference log tracking attendance and implementation takeaways, and will review the log at the end of the year to assess whether conference learning is reflected in classroom practice.	All Students	\$25000 Comprehensive Support and Improvement 5220 Conference Conference
4.3	Strategy: Implement a digital SEL curriculum to support students' development of self-awareness, emotional regulation, and coping strategies across all classrooms. Action Steps:	All Students	\$5000 Comprehensive Support and Improvement 4475 Technology (\$500-\$9,999) SEL Curriculum

	1. By the start of the school year, the administrator will purchase the SEL technology license and provide all classroom staff with a 60-minute onboarding session on curriculum delivery. 2. Each staff member will be trained on the SEL technology. 3. Each teacher will integrate the SEL curriculum into their classroom schedule at least twice per week and document participation; the administrator will verify consistent use during monthly walkthroughs. 4. At each quarterly MTSS meeting, staff will review student engagement data from the SEL platform and discuss connections between SEL implementation and changes in attendance or behavior data.		
4.4	Strategy: Provide supplemental instructional materials, classroom supplies, and program resources to support academic, behavioral, and engagement strategies across the school. 1. Action Steps: By September, teachers will submit a materials request aligned to at least one identified IEP goal or SPSA strategy; the 2. administrator will review and approve requests before purchasing. The administrator will purchase approved materials — including STEAM supplies, books, and modified instructional resources — ensuring all items directly support a documented strategy in the SPSA. 3. At the end of the year, the administrator will inventory all purchased materials and evaluate whether they were used consistently and contributed to student engagement or academic progress.	All Students	\$30000 Comprehensive Support and Improvement 4300 Materials Supplemental Materials and Resources \$5574 Comprehensive Support and Improvement 4300 Materials Outdoor Team Building / Physical Literacy
4.5	Strategy: Fund certificated substitute coverage and staff timecards to ensure all staff participate fully in professional development without disrupting the therapeutic school day. Action Steps: 1. The administrator will request certificated substitutes for all daytime collaboration sessions at least three weeks in advance to ensure adequate classroom coverage. 2. Certificated and classified timecards will be processed for all after-hours training, debrief meetings, and collaborative planning time; each timecard must reference the specific PD or collaborative activity and SPSA goal it supports. 3. The administrator will conduct a quarterly budget review to confirm PD expenditures are on track and will report any material budget adjustments to the SSC.	All Students	\$5000 Comprehensive Support and Improvement 2120 Para Temp Para Time Cards \$1926 Comprehensive Support and Improvement 3000 Benefits Benefits for Para Time Cards \$2000 Comprehensive Support and Improvement 1120 Teacher Temp Certificated Time Cards for Target PD and Collaboration \$500 Comprehensive Support and Improvement 3000 Benefits Benefits for Certificated Time Cards for Target PD and Collaboration

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$107,749.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,749.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$7,572.00
Title I: Parent Involvement	\$177.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$7,749.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Comprehensive Support and Improvement	\$100,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$100,000.00

Total of federal, state, and/or local funds for this school: \$107,749.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement	100,000.00
Title I	7,572.00
Title I: Parent Involvement	177.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	3,500.00
2120 Para Temp	6,500.00
3000 Benefits	3,386.00
4300 Materials	36,566.00
4475 Technology (\$500-\$9,999)	5,000.00
5220 Conference	25,000.00
5715 Print Shop	177.00
5800 Prof and Operating/Consultants	25,000.00
5875 Technology Licenses	2,620.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1120 Teacher Temp	Comprehensive Support and Improvement	2,000.00
2120 Para Temp	Comprehensive Support and Improvement	5,000.00

3000 Benefits	Comprehensive Support and Improvement	2,426.00
4300 Materials	Comprehensive Support and Improvement	35,574.00
4475 Technology (\$500-\$9,999)	Comprehensive Support and Improvement	5,000.00
5220 Conference	Comprehensive Support and Improvement	25,000.00
5800 Prof and Operating/Consultants	Comprehensive Support and Improvement	25,000.00
1120 Teacher Temp	Title I	1,500.00
2120 Para Temp	Title I	1,500.00
3000 Benefits	Title I	960.00
4300 Materials	Title I	992.00
5875 Technology Licenses	Title I	2,620.00
5715 Print Shop	Title I: Parent Involvement	177.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,572.00
Goal 3	177.00
Goal 4	100,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Tim Shepherd	Principal
Amber Leonardini	Classroom Teacher
Maritza Moreno	Other School Staff
Sophia Comparan Del Real	Parent or Community Member
David Del Real	Parent or Community Member
Katy Johnson	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 26, 2026.

Attested:



Principal, Tim Shepherd on 5/27/2026



SSC Chairperson, Amber Leonardini on 5/27/2026