

Turner Elementary

10621666006522

Principal's Name: Steve Gettman

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Steve Gettman	X				
2. Chairperson - Charlene Lee		X			
3. Vice Chairperson - Eddie Trevino			X		
4. Secretary - Amy Moua		X			
5. District Advisory Committee (DAC) Representative - Irelda Osuna				X	
6. Yesenia Reyes				X	
7. Nancy Plata				X	
8. Maya Garcia				X	
9. Rosalva Tello				X	
10. Tasharey Crawford		X			
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Steve Gettman		4/22/20
SSC Chairperson	Charlene Lee		4/22/20

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Turner - 0460

ON-SITE ALLOCATION

3010	Title I	\$63,706 *
7090	LCFF Supplemental & Concentration	\$216,709
7091	LCFF for English Learners	\$45,339
		\$325,754
TOTAL 2020/21 ON-SITE ALLOCATION		\$325,754

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,803
Remaining Title I funds are at the discretion of the School Site Council	\$61,903
Total Title I Allocation	\$63,706

Turner Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	40.444 %	35.179 %	2018-2019	43 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.9 %	32.903 %	2018-2019	40 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)	-126.4 pts	-113.8 pts	2018-2019	-98.8 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)	-129.2 pts	-133.7 pts	2018-2019	-118.7 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Turner Elementary implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in Grades Kindergarten-6 and Common Core Grade Level Standards in Reading, Writing, Listening and Speaking. In **2017-2018, 33.4%** of students scored meets/exceeds standards in SBAC ELA, whereas in **2018-2019, 35.2%** of students scored meets/exceeds standards in SBAC ELA. These results are due to consistent PLC participation in the Cycle of Continuous Improvement, the creation, analysis and implementation of 2-3 Common Formative Assessments per quarter in ELA Classroom RTI was not held daily as planned but occurred regularly which included: 1) iReady 2) implementation of effective strategies such as Guided Reading and WestEd Keystone pedagogies 4) differentiated classroom instruction by teacher and 5) independent practice. Three Tutors (Teaching Fellows) and one Instructional Paraprofessional, guided and supervised by TSA, supported differentiated instruction and intervention in the classroom.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

In 2017-2018 the distance from level three of Students with Disabilities was **-141.4**, whereas in 2018-2019, the distance from level three of Students with Disabilities was **-113.8** in SBAC ELA. Therefore, **targets (-**

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Currently the only disproportionality is with our Students with Disabilities subgroup. Students with disabilities represent 12.6% of the SBAC test takers in 2018-2019. **35.2%** of all students met or exceeded standards in SBAC ELA, while 0% of Students with Disabilities met or exceeded standards. However, our Students with disabilities subgroup significantly (**27.6** points) reduced the distance to level 3 (meeting standards) going from **-141.4** to **-113.8** in SBAC ELA. In addition to that, every Special Education student has an Individualized Educational Plan and they are currently meeting their goals in ELA. **Turner Elementary met goals for this subgroup (-126.4) for 18-19.**

SBAC ELA Distance from Level 3 (Students w/Disabilities)

The average distance from level 3 of all students in SBAC 18-19 was **-29.4** while the average distance from level 3 of our Students with Disabilities subgroup was **-113.8**. Therefore, **targets for this subgroup (126.4) were met.** SDC 3rd and SDC 4th-6th Grade students are provided more exposure to Common Core Standards in Reading, Writing, Listening and Speaking. An academic assessment calendar of CFAs and CSAs are now a practice at Turner. However, more data collaboration and reflection between Special Education teachers and General Ed teachers needs to occur as a practice to improve scale score

126.4) for this subgroup were met in 18-19. The GVC (Wonders) and the intervention components (Wonders Work) were implemented with fidelity in the SDC 1-3 and the SDC 4 -6 classrooms. The use of technology was utilized in creating Common Formative Assessments and/or Common Summative Assessments in SCD 3-6 Grades. All our Special Education students have an Individualized Learning Plan and are currently meeting their goals. Parents and classroom teachers are provided with Quarterly Progress Report Summaries based on academic performance.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Turner Elementary implemented a standards-based math instruction to promote mastery of mathematical skills in Grades Kindergarten-6. In 2017-2018, **29.9%** of students scored meets/exceeds standards in SBAC Math, whereas in 2019-2019, **32.9%** of students scored meets/exceeds standards in SBAC Math. The scores did not significantly increase, but we were able to maintain the growth achieved the previous year. This was due to consistent PLC participation in the Cycle of Continuous Improvement, the creation, analysis and implementation of 2-3 Common Formative Assessments per quarter in Mathematics and the implementation of strategies such as the deconstruction of language that enables students to break apart word problems to accurately apply their knowledge of content.

SBAC Math Distance from Level 3 (Students w/Disabilities)

There were significant improvements in implementation of the GVC (GoMath) in SDC 1-3 and SDC 4 -6 classrooms. Number World and goals identified on IEPs were utilized to address the needs of students with disabilities. More technology was utilized in creating Common Formative Assessments and/or Common Summative Assessments in SCD 3 and 4 -6 Grades. SPED teachers and General Education teachers were provided PLC time for Grade Level articulation. As a result, the average distance from level three of our Students with Disabilities Subgroup decreased from **-144.2** in 2017-2018 SBAC to **-133.7** in 2018-2019.

Targets (-129.2) for this subgroup have not been met, but we are making progress (11 points). More data collection, analysis and reflection need to occur surrounding Math improvements for our Students with Disabilities

performance for students with disabilities.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Students with disabilities represent 12.6% of the SBAC test takers in 2018-2019. **29.9%** of all students met or exceeded standards in SBAC Math, while **0%** of Students with Disabilities met or exceeded standards. However, every Special Education student has an Individualized Educational Plan and they are currently meeting their goals in Math, making steady progress.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Students with disabilities represent **12.6%** of the test takers during SBAC 18-19. While **32.9%** of all students met or exceeded standards in SBAC Math, **0%** of Students with Disabilities met or exceeded standards. The percentage of students with disabilities meeting standards did not increase for 2018-2019, but the average distance from level three of our Students with Disabilities Subgroup decreased from **-144.2** in 2017-2018 SBAC to **-133.7** in 2018-2019 (an 11-point increase). **Targets in Math for this subgroup have not been met**, but we are making significant progress.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All actions were implemented as planned. The only changes originated from District purchasing the iReady program for ELA and Math resulting in additional funding for materials and supplies as well as technology. We also increased the sub release time so teachers were able to have two planning days.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Turner will become a Designated School next year. Therefore, budget modifications for next year will include the deletion of FTE Resource Teacher contract due to the addition of Designated School TSA. In addition, we will add 5 more Paraprofessionals, instead of contracting Teaching Fellows, to support the work on foundational skills in grades Kindergarten through 2nd grade. We will also allocate funds to purchase 2.5 days of school psychologist time to provide social-emotional support to students.

Step 4: Stakeholder 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.

<p>1 SSC:</p> <p>We communicate with SSC, during regularly scheduled meetings, at least once per quarter, using SBAC, ELPAC, and iReady, Data, as well as Suspensions, Behavior, and Attendance information. We will utilize surveys to ask SSC member's input on current actions and suggestions for modifications to actions for next school year.</p>	<p>2 ELAC:</p> <p>We communicate with ELAC, during regularly scheduled meetings, at least once per quarter, using SBAC, ELPAC, and iReady, Data, as well as Suspensions, Behavior, and Attendance information. We will utilize surveys to ask ELAC member's input on current actions and suggestions for modifications to actions for next school year.</p>	<p>3 Staff:</p> <p>We communicate with Staff on a regular basis during staff meetings using SBAC, ELPAC, and iReady, Data, as well as Suspensions, Behavior, and Attendance information. We will utilize surveys to ask Staff member's input on current actions and suggestions for modifications to actions for next school year.</p>
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Action 1

Title: English Language Arts Intervention Plan for K-6th grade.

Action Details:

Turner Elementary will ensure that all students will receive a rigorous balanced literacy program which includes an English Language Arts Response to Intervention Model, English Language Development, and a core academic program aligned to Grade Level Common Core State Standards. Instructional practice will align with FUSD Instructional Practice Guide for Literacy to engage students in a Culture of Learning with High Expectations, Grade Level State Standards, Challenging Content, and SBAC aligned assessments in order to reduce the number of students reading below grade level as measured by SBAC, BAS, iReady, Interim Assessment Blocks, and Quarterly Common Formative Assessments (CFAs). Particular attention will be placed on the use of Claims and Targets for the creation of meaningful assessments that reflect the concepts and skills that align to CCSS and SBAC rigor and that would serve as the basis for instructional activities.

Turner Elementary will implement an academic School-wide Response to Intervention to ensure that all students receive a prescriptive intervention plan by Grade Level Accountable Community Teams. 6 Paraprofessional Instructional Assistants, a Resource Counseling Assistant, and a Teacher on Special Assignment will be utilized to support with Tier I and Tier II ELALiteracy intervention in order to ensure that students make continuous progress and are able to demonstrate mastery of Common Core State Standards and Foundational Skills in ELA.

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

Explain the Progress Monitoring and data used for this Action

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

- SBAC Results from 2019-2020
- iReady
- Grade Level Common Formative Assessments
- IPG Data Reports: Literacy
- Classroom Goal Setting
- Data Chats
- Interim Assessment Blocks
- BAS
- KAIG

Owner(s):

- Teachers
- Students
- PLC Team
- Lead Teachers
- Administration
- Teacher on Special Assignment
- Paraprofessional Instructional Assistants
- Resource Counseling Assistant

Timeline:

- Daily on-going CFAs
- Wonders Weekly, Quarterly and End-of-Unit Assessments
- Quarterly KAIG Results
- iReady
- Interim Assessment Blocks

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

- ELA Guaranteed and Viable Curriculum Resources and Materials
- Tablets for use of online resources
- Instructional Paraprofessionals to support Academic Response to Intervention (Tier 1 & 2) in Reading, Writing, Comprehension and Foundational Skills (K-2nd Grades) via a push in model
- RCA and after-school Teaching Fellows (funded by English Language Services Department) to support Accelerated Intervention in Reading, Writing, Listening, Speaking Standards with ELLs, LTELs, and African American subgroup and Students with Disabilities (Tier 2 & 3)
- Paraprofessionals to support small group classroom instruction and/or RTI (Tier 1 and Tier 2) in Reading, Writing, Comprehension, and Foundational Skills targeting in Grades PreK, TK, and Kindergarten.
- 2 Home School Liaisons (Spanish and English)
- Supplementary contracts for Certificated and Classified (Planning, Tutoring, Language Team)
- Substitutes for monthly Student Study Team meetings, PL, & Language Team Meetings)
- Substitutes for teacher planning and/or peer observations
- TSA to monitor progress of Response to Intervention
- TSA to provide Instructional Coaching Cycles for Kindergarten-6th Grades (Plan, Co-teach, Teach, Reflect)
- Other materials and supplies that support instruction including, but not limited to, graphics & technology
- Translators in Spanish, Hmong, and American Sign Language (ASL)
- Direct Maintenance and Repairs
- Incentives to motivate and rewards students
- Update Technology in the classroom

Specify enhanced services for EL students:

- **English Learner plan:** Turner Elementary takes into consideration standards, proficiency levels, time, content, and curriculum when planning for EL's instruction, ensuring effective ELD instruction and English Language Development in all classrooms as outlined in the California ELA/ELD Framework; developing a common understanding of curriculum and instruction for English learner students aligned to the Master Plan for English Learner Success, the CCSS, and ELD Standards; leveraging PLCs and Classroom Foundations to ensure high academic expectations and practices that support English learner student achievement; ensuring EL students receive both, integrated and designated ELD; and supporting teachers of English learner students to use multiple sources of evidence to plan and to inform daily instruction.
- **Designated and Integrated ELD:**

Designated ELD time is a regular, predictable, and protected daily timeframe in the daily scheduled for every grade level. EL students with similar language acquisition levels students or close span grouped together. Teachers will target EL's needs through small group instruction, ensuring the implementation of ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

Integrated ELD through the use, during all core content instruction, of specifically designed academic instruction in English, including Keystone Pedagogies. Teachers will plan lessons that address the four strands of the CCSS for ELA/Literacy (Reading, Writing, Speaking & Listening, and Language) and both parts of the CAELD Standards (Interacting in Meaningful Ways and Learning About How English Works). English learner students grouped at various levels of language proficiency, with scaffolding and differentiation for flexible, heterogeneous grouping.

- **California ELD Standards** are the focal standards during Designated ELD and are used to construct language objectives that address the language challenges embodied in the state ELA/Literacy. ELD standards are nested to support language and literacy development, and academic proficiency in ELA and Literacy and all core content areas.
- ELD/ELA Standards: Part I and Part II
- WestED Keystone Pedagogies

Specify enhanced services for low-performing student groups:

Actions/strategies for SWD:

- 1) Each teacher will identify and target 2-3 Students with Disabilities throughout the school year. Academic CFAs, IABs and district benchmarks in ELA will be analyzed for next steps of instruction every 6-8 weeks and a prescriptive intervention plan will be implemented for Tier 2 and 3 support.
- 2) Primary and Intermediate SDC teachers will administer quarterly IAB's and CFAs. Collaboration between General Education and Sped Teachers will occur weekly during PLCs.
- 3) SDC and RSP teachers will utilize the Viable Guaranteed Curriculum (Wonders and Wonder Works). SPED Team will create an academic calendar aligned to Essential Standards.
- 4) Student with Disabilities Subgroup will receive ELA instruction that is tailored to meet their needs. This includes enrichment if they are possibly meeting and exceeding grade-level standards.
- 6) Accelerated Afterschool Intervention for SPED (offered for students who are not bused) with the focus on Foundational Skills and Reading Comprehension utilizing iReady.

- Learning Engagement Zone (ZPD)
- Culturally Responsive Teaching and the Brain
- Explicit instruction on Academic Discourse
- Explicit instruction on Language Analysis
- Academic Discourse for English Learners

Explain the actions for Parent Involvement (required by Title I):

- Share ELA performance data at Parent Meetings (Coffee Hour, ELAC, SSC, SSTs, IEP, and Parent Teacher Conferences)
- Share strategies with Parents on how to support students at home (Coffee Hour, ELAC, SSC, SSTs, IEP, and Parent Teacher Conferences)
- Interpreters for Parent Meetings (Spanish, Hmong, and ASL)

Describe Professional Learning related to this action:

- Backwards mapping of ELA Standards
- Data Analysis and Action Planning by teacher, Grade Level, and School-wide
- Development of CFAs that are aligned to SBAC rigor
- Focus on the use of Claims and Targets and Task Specifications to develop assessments and plan instruction
- Technology to support literacy instruction
- Learn By Doing
- Making Thinking Visible
- Multiple Tier System of Support (MTSS)
- SBAC Digital Library and Interim Training
- PL on Academic Discourse

Action 2

Title: Mathematics Intervention Plan for Kindergarten-6th Grade

Action Details:

Turner Elementary will provide comprehensive balanced mathematical instruction aligned to the Common Core State Standards with an emphasis on mathematical conceptual understanding that embed the eight mathematical practices and procedural skills in order to support working towards a greater focus on coherence and rigor. Particular attention will be placed on the use of Claims and Targets for the creation of meaningful assessments that reflect the concepts and skills that align to CCSS and SBAC rigor and that would serve as the basis for instructional activities. Student learning and supports will center on professional learning, with Professional Learning Communities as the drivers, the use of Common Formative Assessments, Performance Tasks, and RTI for identified student needs.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- SBAC Results from 2019-2020
- Interim Assessments Blocks
- Grade Level Common Formative Assessments
- Quarterly Math Results on KAIG
- TK Benchmarks
- Classroom goal setting
- IPG Data Reports: Mathematics
- Data Chats
- iReady

Owner(s):

- Teachers
- Students
- PLC Teams
- Lead Teachers
- Administration
- Teacher on Special Assignment
- Resource Counseling Assistant

Timeline:

- Daily checking for understanding
- Common Formative Assessments (Minimum of 1-2 per Quarter)
- GoMath Weekly, Quarterly and End-of-Chapter Assessments
- Smarter Balance Interim Assessments
- Quarterly Kindergarten Assessments
- iReady Fall, Winter, and Spring
- SBAC Summative

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

- Math Guaranteed & Viable Curriculum Resources and Materials
- Tablets for use of online resources
- Resource Counseling Assistant, Instructional Paraprofessionals to support Mathematics Response to Intervention (Tier 1 & 2) in Grades K-6th
- Resource Counseling Assistant to support after-school Accelerated Intervention in Mathematics (Tier 2 & 3) in Grades K - 6th
- Paraprofessionals to support small group classroom instruction and/or RTI (Tier 1 and Tier 2) in Math Concepts and Math Skills in TK and Kindergarten.
- Home School Liaisons (Hmong and Spanish)
- Blended Learning/Differentiated Response to Intervention
- Supplementary contracts for Certificated and Classified (Planning, Tutoring, Language Team)
- Substitutes for monthly Student Study Team meetings, PL, & Language Team Meetings
- Substitutes for teacher planning and/or peer observations
- TSA to monitor progress of Response to Intervention
- TSA to provide Instructional Coaching Cycles for Kindergarten-6th Grades (Side by side Coaching Model: Plan, Co-teach, Reflect)
- Other materials and supplies that support instruction including, but not limited to, graphics & technology
- Translators in Hmong and American Sign Language (ASL)
- Direct Maintenance and Repairs
- Incentives to motivate and reward students.
- Update technology in the classroom.

Specify enhanced services for EL students:

- **English Learner plan:** Turner Elementary takes into consideration standards, proficiency levels, time, content, and curriculum when planning for EL's instruction, ensuring effective ELD instruction and English Language Development in all classrooms; developing a common understanding of curriculum and instruction for English learner students that integrates the Common Core State Standards for Mathematics, the Standards for Mathematical Practice and the California English Language Development (ELD) Standards so that all students can experience success in developing conceptual knowledge and the English language simultaneously; leveraging PLCs and Classroom Foundations to ensure high academic expectations and practices that support English learner student achievement; ensuring EL students receive both, integrated and designated ELD; and supporting teachers of English learner students to use multiple sources of evidence to plan and to inform daily instruction.
- **Designated and Integrated ELD:**

Designated ELD time is a regular, predictable, and protected daily timeframe in the daily scheduled for every grade level. EL students with similar language acquisition levels students or close span grouped together. Teachers will target EL's needs through small group instruction, ensuring the implementation of ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

Specify enhanced services for low-performing student groups:

Actions/strategies for SWD:

- 1) Each teacher will identify and target 2-3 Students with Disabilities throughout the school year. Academic CFAs, IABs and district benchmarks in mathematics will be analyzed for next steps of instruction every 6-8 weeks and a prescriptive intervention plan will be implemented for Tier 2 and 3 support.
- 2) Primary and Intermediate SDC teachers will administer quarterly IAB's and CFA. Collaboration between General Education and Sped Teachers will occur weekly during PLCs.
- 3) SDC and RSP teachers will utilize the Viable Guaranteed Curriculum for Mathematics. SPED Team will create an academic calendar aligned to Essential Standards.
- 4) Student with Disabilities subgroup will receive math instruction that is tailored to meet their needs. This includes enrichment if they are possibly meeting and exceeding grade-level standards. Personal Math trainers will be a practice in SDC classrooms.
- 5) Accelerated Afterschool Intervention for SPED (offered for students who are not bused) with the focus on Mathematical practice 1 and 3

Integrated ELD through the use, during all core content instruction, of specifically designed academic instruction in English, including Keystone Pedagogies. Teachers will plan lessons that integrate the Common Core State Standards for Mathematics, the Standards for Mathematical Practice and the ELD Standards so that all students can experience success in developing conceptual knowledge and the English language simultaneously. English learner students grouped at various levels of language proficiency, with scaffolding and differentiation for flexible, heterogeneous grouping.

- **California ELD Standards** are the focal standards during Designated ELD and are used to construct language objectives that address the language challenges embodied in the Common Core State Standards for Mathematics and the Standards for Mathematical Practice. The ELD standards are nested to support language development and academic proficiency in Mathematics and all core content areas.
- Designated and Integrated ELD with Math Content
- ELD/ELA Standards: Part I and Part II
- WestED Keystone Pedagogies
- Academic Discourse with Math Content
- Learning Engagement Zone (ZPD)
- Culturally Responsive Teaching and the Brain
- Visual Supports
- Math Tools
- Academic Discourse for English Learners

Explain the actions for Parent Involvement (required by Title I):

- Share Math Performance Data at parent meetings (i.e. - Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Share instructional strategies with parents on how to support students at home (i.e. - Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Interpreters for parent meetings (Spanish, Hmong, ASL)

Describe Professional Learning related to this action:

- Backwards mapping of ELA Standards
- Data Analysis and Action Planning by teacher, Grade Level and School-wide
- Development of CFAs that are aligned to SBAC rigor
- Focus on the use of Claims and Targets and Task Specifications to develop assessments and plan instruction
- Technology to support Math instruction
- Learn By Doing
- Making Thinking Visible
- Multiple Tier System of Support (MTSS)
- SBAC Digital Library and Interim Training
- Academic Discourse Training

Action 3

Title: ELD Instructional Plan for Kindergarten - 6th Grade

Action Details:

Turner Elementary will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing Redesignation, Language Proficiency Levels on ELPAC and on-going Common Formative Assessments. Student learning and supports will be implemented to intervene when students struggle as well as to deepen and extend learning. Turner will continue to collaborate with English Learner Services, to create a positive and culturally responsive learning environment, observe students closely to provide planned and just-in-time scaffolding and to foster Academic Discourse, Academic Language Acquisition, Literacy Skills, Writing Development and Interactive Reading around complex texts and content.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ELPAC Results from 2019-2020
- Benchmark Assessment Systems
- Kindergarten Assessment of Individual Growth
- iReady
- Grade Level Common Formative Assessments
- ELPAC Goal Setting and Data Chats
- Number and percentage of Long Term English Learners (LTEL)
- Atlas English Learner Redesignation Goal Setting Report
- Atlas ELPAC Progress Report
- IPG Data Reports: Literacy and Mathematics
- IAB's

Owner(s):

- Teachers
- Students
- PLC Teams
- Lead Teachers
- Administration
- Teacher on Special Assignment
- Department of EL Services
- ELD Instructional Coaches

Timeline:

- Daily
- Weekly
- Quarterly Benchmarks

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

- ELPAC Assessors
- EL/ELD Guaranteed and Viable Curriculum Resources and Materials
- Tablets for use of online resources
- Afterschool Teaching Fellows, funded by English Language Services Department, to support Academic Response to Intervention (Tier 1 & 2) in Speaking, Listening, Reading, Writing Domains, Vocabulary Development, Language Acquisition in Grades 2nd-4th
- Afterschool Teaching Fellows, funded by English Language Services Department, to support Academic Response to Intervention (Tier 1 & 2) with Foundational Skills in Grades Kindergarten - First
- Instructional Paraprofessionals to support push in Academic Response to Intervention in Speaking, Listening, Reading, Writing Domains, Vocabulary Development, Language Acquisition in Grades K-2nd.
- Paraprofessionals to support small group classroom instruction and/or RTI (Tier 1 and Tier 2) in Speaking, Reading, Writing, Vocabulary, Comprehension, and Foundational Skills in Kindergarten (K-2nd.)
- Home School Liaisons (Hmong and Spanish)
- Supplementary contracts for Certificated and Classified (Planning, Tutoring, Language Team)
- Substitutes for monthly Student Study Team meetings, PL, & Language Team Meetings
- Substitutes for teacher planning and/or peer observations
- TSA to monitor progress of Response to Intervention
- TSA to provide Instructional Coaching Cycles for Kindergarten - 6th Grades (Plan, Co-teach, Reflect)
- Other materials and supplies that support instruction including, but not limited to, graphics & technology
- Translators in Hmong and American Sign Language (ASL)
- Direct Maintenance and Repairs
- Incentives to motivate and reward students.
- Redesignation Dinner for students and their families.

Specify enhanced services for EL students:

- **English Learner plan:** Turner Elementary takes into consideration standards, proficiency levels, time, content, and curriculum when planning for EL's instruction, ensuring effective ELD instruction and English Language Development in all classrooms as outlined in the California EL/ELD Framework; developing a common understanding of curriculum and instruction for English learner students aligned to the Master Plan for English Learner Success, the CCSS, and ELD Standards; leveraging PLCs and Classroom Foundations to ensure high academic expectations and practices that support English learner student

Specify enhanced services for low-performing student groups:

- Afterschool Teaching Fellows, funded by English Language Services Department, to support students in Grades Kindergarten - First Grade with the focus on Foundational Skills and Reading Comprehension
- Afterschool Teaching Fellows, funded by English Language Services Department, to support students in Grades 3rd - 6th Grade with the focus on Part I and II of the ELD Standards in Reading, Writing, Listening and Speaking.

achievement; ensuring EL students receive both, integrated and designated ELD; and supporting teachers of English learner students to use multiple sources of evidence to plan and to inform daily instruction.

- **Designated and Integrated ELD:**

Designated ELD time is a regular, predictable, and protected daily timeframe in the daily scheduled for every grade level. EL students with similar language acquisition levels students or close span grouped together. Teachers will target EL's needs through small group instruction, ensuring the implementation of ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

Integrated ELD through the use, during all core content instruction, of specifically designed academic instruction in English, including Keystone Pedagogies. Teachers will plan lessons that address the four strands of the CCSS for ELA/Literacy (Reading, Writing, Speaking & Listening, and Language) and both parts of the CAELD Standards (Interacting in Meaningful Ways and Learning About How English Works). English learner students grouped at various levels of language proficiency, with scaffolding and differentiation for flexible, heterogeneous grouping.

- **California ELD Standards** are the focal standards during Designated ELD and are used to construct language objectives that address the language challenges embodied in the state ELA/Literacy. ELD standards are nested to support language and literacy development, and academic proficiency in ELA and Literacy and all core content areas.
- ELD/ELA Standards: Part I and Part II
- WestED Keystone Pedagogies
- Explicit Instruction on Academic Discourse
- Explicit Instruction on Writing
- Learning Engagement Zone (ZPD)
- Culturally Responsive Teaching and the Brain
- Redesignation celebrations

Explain the actions for Parent Involvement (required by Title I):

- Share ELA and Math Performance Data at Parent Meetings (i.e. - Coffee Hour, ELAC, DELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Share instructional strategies with parent on how to support students at home (i.e. - Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Interpreters for Parent Meetings (Spanish, Hmong, ASL)

Describe Professional Learning related to this action:

- ELA/ELD Frameworks
- Deconstruction of ELD Standards
- Designated and Integrated ELD instruction and planning
- ELPAC Data Analysis and Action Planning by Teacher, Grade level and School-wide
- Technology to support ELD instruction
- Site/District ELD Professional Learning
- Professional Learning through intentional collaboration with EL/ELD Coach with an emphasis on developing and implementing effective pedagogies for English Language Development and Academic Discourse for English Learners
- WestED Keystone Pedagogies
- Videos from Wonders for Training

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	New-3.5 hrs. 1st/2nd Grade - Supports G1 A 1-3	11,754.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	New-3.5 hrs. 1st/2nd Grade - Supports G1 A 1-3	11,754.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	New-3.5 hrs. 1st/2nd Grade - Supports G1 A 1-3	11,754.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	New-3 hrs. K -Supports G1 A 1-3	10,075.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	New-3 hrs K - Supports G1 A 1-3	10,075.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support academics. See also A2 and 3 (No Food/Incentives)	4,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			96 Subs days for T. planning, SST, chats, lang. teams, T. support	18,598.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	New-3.5 hrs. 1st/2nd Grade - Supports G1 A 1-3	11,817.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and Repairs (Technology and site)	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics Orders	2,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology and upgrades. Also supports G1Action 1-3	2,488.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Sup. Contracts for tutor/ plan ap. 50 hrs	2,322.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Book, Digital Licenses, and Subscriptions	721.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support academics. Also supports A1&3	7,948.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology and upgrades. Also supports G1Action 1 and 3	2,698.00
G1A2	Sup & Conc	Instruction	Copier Maint			Direct maintenance and repairs of copy machine	4,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support academics. Also see G1A1and 2	200.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Redesignation Dinner	653.00

\$118,858.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	93.9 %	2018-2019	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Based on the number of students that participate in After School Program, Sports, Engagement Clubs and extra-curricular activities, our metrics do not adequately reflect the percentage of students that are engaged in arts, activities and athletics. We as a site need to improve our system for entering all students into the Goal 2 system. In 2017-2018, 96.27% of the student population participated in Goal 2 Activities, whereas in 2018-2019 94% of the student population participated in Goal 2 Activities. Each grade level was offered 1-2 fieldtrips from a menu of options by the Goal 2 Office. All students are encouraged to attend field trips and every effort is made to ensure students can attend.

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

Goal 2 Participation Rate

SDC students who ride the bus and are out of the area will need support and encouragement to participate in extra-curricular activities outside of the instructional day. Disproportionality in 6th Grade, Asian and Hispanic subgroups, occurred when parents would not permit their child to attend overnight field trips.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All actions were implemented as planned. The only item included in SPSA to support this action, not taken into effect during this school year was the intention to have biweekly connection clubs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

All actions will continue at this time. Turner will become a Designated School next year. Therefore, budget modifications for next year will include the deletion of FTE Resource Teacher contract due to the addition of Designated School TSA

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

1 SSC:

We communicate with SSC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady, Data, as well as Suspensions, Behavior, and Attendance information. We will utilize surveys to ask SSC member's input on current actions and suggestions for modifications to actions for next school year.

2 ELAC:

We communicate with ELAC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady, Data, as well as Suspensions, Behavior, and Attendance information. We will utilize surveys to ask ELAC member's input on current actions and suggestions for modifications to actions for next school year.

3 Staff:

We communicate with Staff, during regularly scheduled meetings, using using SBAC, ELPAC, and iReady, Data, as well as Suspensions, Behavior, and Attendance information. We will utilize surveys to ask Staff member's input on current actions and suggestions for modifications to actions for next school year.

Action 1

Title: Social/Emotional Learning and Culture/Climate Plan for K-6th

Action Details:

Turner Elementary will create and provide opportunities for students and staff to build positive relationships within a learning environment that are physically, intellectually, and emotionally safe. Students will demonstrate a sense of belonging that carries over into academics and the completion of High School. All students will be encouraged to participate in a broad range of Arts, Activities, and Athletics including Engagement Clubs focused on Academic Tutoring, Leadership, Kindness, Visual Arts, Dance, Exploration, Technology, Photography, Recycling, Board Games, Lego Construction, Golf, Fitness, Cheerleading, Peach Blossom, Social Events and other after school programs. Moreover, students will have opportunities to participate in school-wide activities: Read Across America, Assemblies and Rallies to promote academic recognition in district benchmarks and state tests, and Staff vs. Student Sports Day. Supplementary pay contracts will be offered to Certificated and Classified Staff to instruct and supervise students participating in Connection Club activities throughout the 2019-2020 school year. Teachers will also plan and lead weekly class meetings (a minimum of 30 minutes) on the first day of each week, where a variety of topics will be discussed to ensure that students feel emotionally safe, treated fairly and respected at school. Turner staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1). Strong scientific research evidence demonstrates that increased student connection to school creates a sense of belonging that carries over onto academics and the completion of High School and beyond. Turner Elementary will focus on increasing students' social-emotional engagement by implementing more than a character-building curriculum. We will strive to :

- Improve the Cultural proficiency of the school
- Create a welcoming environment
- Build Meaningful Relationships
- Create Invitational teaching
- Use Restorative practices

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Intentional effective feedback to students
- Feedback to teachers utilizing IPG Tenent 1
- 3:1 Ration of adult positive interactions with students
- Goal 2 Participation
- Participation in Schoolwide activities (Pastries for Parents, Grandparents Day, Food Festival Night)
- Social/Emotional and School Climate/Culture Data Analysis
- Class Meeting and SEL Lesson Verification
- Office Referral Data
- Daily Attendance Rate
- Suspension Rate
- Behavior Data

Owner(s):

- Teachers
- School Psychologist
- Students and Parents
- Restorative Practices Coach
- Resource Counseling Assistant
- Administration
- Teacher on Special Assignment
- Climate and Culture Team
- Classified Staff
- Home School Liasons
- Athletic Coaches

Timeline:

- Daily
- Weekly
- Quarterly

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

- Certificated and Classified Supplemental Contacts for Goal 2 Activities and Participation in Schoolwide Connection Clubs
- Resources, technonogy, materials and supplies that support Social/Emotional Learning and School/ Climate Culture
- Materials and supplies for Goal 2 Activities and Schoolwide Engagement Clubs
- Resource Counseling Assisstant
- Restorative Practices Coach
- Home School Liaisons (Hmong and Spanish)
- Teacher on Special Assignment
- Monthly and Quarterly Awards and Incentives
- Translators (Spanish, Hmong, ASL)
- Direct Maintenance and Repairs
- Direct Transportaion
- Incentives to motivate and reward students
- Rewards for improved behaviors
- Spirit wear for students and staff to create a sense of belonging and a welcoming environment (welcome packet) for new students
- Materials and supplies for Care and Connect Center
- School Psychologist to provide social-emotional support for students and PL to teachers.
- Other materials and supplies to support student engagement not limited to, graphics and technology
- Guest Speakers and Parent Volunteers
- Translators (Spanish, Hmong ASL)

Specify enhanced services for EL students:

- Translators (Spanish, Hmong, ASL)
- Bilingual Resources for parents of ELL students
- CWAS Communications
- Home School Liaisons (Hmong and Spanish)
- Resource Counseling Assisstant
- Restorative Practices Coach
- Engagement clubs that are culturally diverse

Explain the actions for Parent Involvement (required by Title I):

- Share Social Emotional Learning and School Climate/Culture Data at meetings (i.e. - Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)

Specify enhanced services for low-performing student groups:

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

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

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

School Psychologist social-emotional support for students in need.

Describe Professional Learning related to this action:

- Emotional Intelligence (EQ) Training for teachers
- Multiple Tier System of Support (MTSS)

- Share Positive Behavior Strategies with parents to support students at home
 - Home School Liaison
 - Weekly School Messenger
 - Weekly Notices and Information on Electronic School Marquee
 - Translators for Parent Meetings (Spanish, Hmong, ASL)
 - School-wide Assemblies
 - Reward Celebrations - Assemblies, Dances, Carnivals
 - Parent University
 - Workshops for parents to teach them how to use available technology (Learning companion, Educational applications, EduText, Peachjar, and others)
 - School Psychologist to provide workshops for parents to teach them strategies to provide social-emotional support for students
- Mindfulness Training
 - Self Regulation Training
 - Student Lead Community Building Circles
 - Restorative Practices
 - Safe and Civil Schools
 - Skillful Teacher (Feedback to Students)
 - Learn By Doing (Chapter 5: Building the Collaborative Culture of a PLC)
 - Making Thinking Visible
 - First 20 Days of School (Fisher and Fry Article)
 - First 10 Days Focused on Community Building - Emphasis on Growth Mind Set and Self-Efficacy
 - Second Step
 - Olweus Class Meetings
 - CHAMPS and MAC Expectations
 - Positive Discipline in the Classroom
 - Community Building, Explicit SEL Instruction and Embedded Skills
 - Cultural Proficiency Trainings using the books *Cultural Proficiency* and *Culturally Proficient Instruction*

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Leadership Fieldtrip to Disneyland (Goal 2)	3,000.00
G2A1	Sup & Conc	Other Instructional Resources	Student Incenti			: Mat.&Supp to support student engagement (spirit wear, incentives)	5,000.00

\$8,000.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	88.095 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	0 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	0 %	2018-2019	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

Exposure to Careers - 4th Grade

Exposure to Careers - 6th Grade

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

Exposure to Careers - 3rd Grade

Exposure to Careers - 4th Grade

Exposure to Careers - 6th Grade

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

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

1 SSC:

2 ELAC:

3 Staff:

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Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	17.291 %	16.289 %	2018-2019	14.289 %
Suspensions Per 100	7.479 %	7.5 %	2018-2019	6.5 %
Chronic Absenteeism (Students with Disabilities)	27.4 %	23.6 %	2018-2019	21.6 %
Suspension Rate (Students w/Disabilities)	5 %	11.8 %	2018-2019	8.8 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

The percentage of students who have been chronically absent has decreased in the past year. In the 2017/18 school year, 18.7% of students were chronically absent whereas in the 2018/19 school year, 17.2 % of the students were chronically absent. Weekly contacts with severely chronic students (ADA below 86%) and monthly meetings with chronically absent students (ADA below 91%) have helped decrease the percentage of chronic absenteeism. The site partnership with our CWA, the quarterly Atlas reports on attendance, and the established rapport between the CWA and parents whose children are chronically absent have contributed to the decreased percentage of chronic absenteeism

Chronic Absenteeism (Students with Disabilities)

There has been 5.8% decrease of chronic absenteeism with our students with disabilities. In the 2017/18 school year, 29.4% of students with disabilities were chronically absent, whereas in the 2018/19 school year 23.6% of students with disabilities were chronically absent.

Suspension Rate (Students w/Disabilities)

In 2017-2019, 8% of students with disabilities were suspended at least once, whereas in 2018-2019 this percentage increased to 11.8%. The suspension rate of all students at Turner was 4.5% for 17-18 and 2.1% for 18-19 school years. This is a significant disproportionality considering that our students with disabilities constitute 12% of the student population. Data collection, analysis, and reflection on Levels of Misbehaviors of our students with disabilities needs to be a consistent practice between our site Instructional Lead Teacher Team and Climate Culture Team. More collaboration between the ILT and CCT need to occur surrounding the improvements in decreasing the suspensions for our students with disabilities.

Suspensions Per 100

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

Chronic Absenteeism

In 2018-2019 31.7% of our African American subgroup and 23.6% of our Students with Disabilities subgroup were chronically absent compared to 17.2% of all students. The Climate and Culture Team have not met consistently to identify reasons behind chronic absenteeism and methods to mitigate the absenteeism.

Chronic Absenteeism (Students with Disabilities)

23.6% of our Special Ed subgroup were chronically absent compared to 17.2% of all students. The Climate and Culture Team has identified that one of the main reasons behind chronic absenteeism for this subgroup is related to the student's disabilities. The team has not met consistently to identify methods to mitigate the absenteeism for this subgroup.

Suspension Rate (Students w/Disabilities)

In 2017-2019, 8% of students with disabilities were suspended at least once, whereas in 2018-2019 this percentage increased to 11.8%. The suspension rate of all students at Turner was 4.5% for 17-18 and 2.1% for 18-19 school years. This is a significant disproportionality considering that our students with disabilities constitute 12% of the student population. Tier I and Tier II supports are consistently implemented at Turner, but we do not have the resources to support Tier III students.

Suspensions Per 100

There is a disproportionality in the suspension rate of our African American (6.5%) in 18-19) and our students with disabilities subgroups (11.8%) as compared to the rest of the student population (2.1%). This is due to the lack of resources to support Tier III students social-emotional being. Turner Elementary has provided adequate Tier I and Tier II support to students, but we lack the resources to support Tier III students

In 2017-2018, there were **63 suspensions - 4.5 % of students were suspended at least once**; whereas in 2018-2019 there were **57 suspensions- 2.1% of students were suspended at least once**. The consistent implementation of class meetings, Second Step lessons and the services provided by our School Psychologist, RCA, and site Restorative Practices Coach have contributed to the decrease in out of class suspensions. However, this school year, we are noticing a significant increase in suspensions for Quarter 1 and Quarter 2 (49 so far) when compared to the two previous school years. The reason for this increase is the raise in the numbers of students with social-emotional issues and the insufficient Tier II support to address problems before they become Tier III.

social-emotional needs.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All actions were implemented as planned.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Turner Elementary needs to invest time, funds, and effort to provide more social-emotional support for all students in order to reduce misbehaviors and suspension, especially for our African American and Students with disabilities subgroups. We are considering funding additional days for our School Psychologist and an additional Resource Counseling Assistant to address these needs.

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

1 SSC:

We communicate with SSC, during regularly scheduled meetings, at using Suspensions, Behavior, and Attendance Data from Power BI and ATLAS. We will utilize surveys to ask SSC member's input on current actions and suggestions for modifications to actions for next school year.

2 ELAC:

We communicate with ELAC, during regularly scheduled meetings, using Suspensions, Behavior, and Attendance Data from Power BI and ATLAS. We will utilize surveys to ask ELAC member's input on current actions and suggestions for modifications to actions for next school year.

3 Staff:

We communicate with SSC, during regularly scheduled meetings, at using Suspensions, Behavior, and Attendance Data from Power BI and ATLAS. We will utilize surveys to ask Staff member's input on current actions and suggestions for modifications to actions for next school year.

Action 1

Title: Suspension and Chronic Absenteeism Plan

[Action Details:](#)

Turner Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. We would also increase increase efforts to communicate with parents regarding attendance by adding funding two additional hours of Office Assisstant time per school day. Class Meetings, Morning Meetings, Second Step, and OLWEUS will continue to promote personal responsibility and social skills resulting in fewer conflicts with staff and students. Turner's Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple absences and suspensions will be referred to the SST where a Behavior Support Plan will be implemented to support student behavior and the ICET process will be utilized, as needed, for intervention.

Turner Elementary staff will work on building strong and meaningful relationships with students to increase the sense of belonging. We will implement strategies suggested in the books "All Learning is Social and Emotional", and Cultural Proficiency to drive this effort.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- TSI Chats
- Power BI Msbehavior, Suspension and Expulsion Data
- ATLAS Attendance Report
- ATLAS Behavioral Report
- Site Referral Data
- CWAS data collection and attendance conferences
- Student participation with Girl Power and Boys to Men for chronically absent and/or behavior students
- Quarterly Awards for Perfect Attendance
- Rewards and Incentives for Good, Improved, and Perfect Attendance
- Goal 2 participation
- Spirit wear for all students and staff to increase sense of belonging
- School Wide Assemblies and Celebrations

Owner(s):

- Climate and Culture Team
- Instructional Lead Teacher Team
- Child Welfare Attendance Specialist
- Restorative Practices Coach (Tier I,II)
- Behavior Support Specialist (Tier 1, II)
- Resource CounselorAssistant
- OMand Attendance Clerk
- DPI Department
- Parents and Students
- School Psychologist

Timeline:

- Daily
- Weekly
- Quarterly

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

- Certificated and Classified Supplementary Contracts for Goal 2 activities and clubs
- Certificated Substitutes for monthly Student Student Study Team Meetings
- Certificated Substitutes for Planning and Peer Observations
- Child Welfare Attendance Specialist to provide support with increasing school wide attendance and providing SEL targeting SPED, LTELs, ELLs, African American, Homeless & Foster Youth
- Resource Counseling Assistant to provide Academic and Social Emotional Learning support targeting priority subgroups **African American, Students with Disabilibites**, Homeless and Foster Youth
- Restorative Practices Coach to provide Social Emotional Learning support targeting priority subgroups **African American, Students with Disabilities**, LTELs, ELLs, Homeless and Foster Youth
- Teacher on Special Assignment to provide Academic and Social Emotional Learning support targeting LTELs, ELLs, **African American, Studnets with Disabilities**, Homeless and Foster Youth
- School Psychologist to provide Counseling and Social Emotional Learning support targeting **Student with Disabilities, African American**, LTELs, ELLs, Asian, Hispanic, Homeless and Foster Youth
- Other materials and supplies that support positive culture and climate & classroom instruction, but not limited to, graphics and technology
- Weekly Incentives for students with good, improved, or perfect Attendance
- Rewards and Incentives for students for improved behavior
- Monthly and Quarterly Awards
- Translators
- Babysitting
- Direct maintenance and repairs
- School-wide assemblies and celebrations
- Office Assisstant - 2 additional hours per school day.

Specify enhanced services for EL students:

- Targeted Actions/Strategies for EL students:
 - 1) Administration, Child Welfare Assistant, and Resource Counseling Assistant will meet biweekly to monitor EL's Misbehavior entries, Attendance data, and Suspension rates.
 - 2) Administration, Climate Culture Team and Instructional Lead Teacher Team will meet monthly to review data on misbehavior, attendance and suspension rates. Teams will develop goals, action plan(s) and timelines to decrease occurrences of misbehaviors, increase attendance rates and decrease suspension rates.
 - 3) Child Welfare Assistant will identify 2020-2021 EL students with chronic absences and misbehaviors utilizing 2019-2020 data points.
 - 4) Child Welfare Assistant and Resource Counseling Assistant will contact parents prior the First Day of Instruction (August 17, 2020) to review commitments for Student Attendance Review Team (SART).
 - 5) Child Welfare Assistant and Resource Counseling Assistant will involve students in Quarterly Attendance Goal Setting. Students meeting goals will be recognized and celebrated.
 - 6) English Learners subgroup will have the same opportunities to earn quarterly awards during the Awards assemblies and fully participate in classroom incentives.

Explain the actions for Parent Involvement (required by Title I):

- Share attendance data to parents at meetings (Coffee Hour, ELAC, SSTs, IEPs, and Parent Teacher Conferences)
- Share instructional strategies with parents on how to support students at home
- Home School Liaison
- Weekly School Messenger
- Weekly Notices and Information on Electronic School Marquee
- EduText
- Translators (Hmong, Spanish, ASL)
- Parent English Classes
- Parent University

Specify enhanced services for low-performing student groups:

Targeted Actions/Strategies for AA and SWD:

- 1) Administration, Child Welfare Assistant, and Resource Counseling Assistant will meet biweekly to monitor AA and SWD subgroups' Misbehavior entries, Attendance data, and Suspension rates.
- 2) Administration, Climate Culture Team and Instructional Lead Teacher Team will meet monthly to review data on misbehavior, attendance and suspension rates. Teams will develop goals, action plan(s) and timelines to decrease occurrences of misbehaviors, increase attendance rates and decrease suspension rates.
- 3) Child Welfare Assistant will identify 2020-2021 AA students and SWD with chronic absences and misbehaviors utilizing 2019-2020 data points.
- 4) Child Welfare Assistant and Resource Counseling Assistant will contact parents prior the First Day of Instruction (August 17, 2020) to review commitments for Student Attendance Review Team (SART).
- 5) Child Welfare Assistant and Resource Counseling Assistant will involve students in Quarterly Attendance Goal Setting. Students meeting goals will be recognized and celebrated.
- 6) African American subgroup and Students with Disabilities will have the same opportunities to earn quarterly awards during the Awards assemblies and fully participate in classroom incentives.

Describe Professional Learning related to this action:

- MTSS
- Power BI reports on Misbehavior, Suspension and Expulsion
- District Training for Climate Culture Team and Co-Admin
- ATLAS data dashboard reports
- CWAS weekly, quarterly attendance data reports
- Safe and Civil School
- Olweus
- Second Step
- Restorative Practices
- Cultural Proficiency
- Morning Meetings
- Social Emotional Learning
- Culturally Responsive Teaching
- Culturally Responsive Teaching and the Brain

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Mat & Sup. for parent involvement/No Food or incentives	1,805.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Extra T Office/Other Staff (approx 200 hrs)	5,055.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies to support parent involvement	1,000.00
G4A1	Sup & Conc	School Administration	Cl&Tech-Reg	Assistant, School Office	0.2500		14,629.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.5000		83,721.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7850	Resource Counseling Assistant - F. Cabrera	51,200.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage (Admin, HSL, and Office Staff)	1,000.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Extra T for HSL/and for Translators for P/T Conf. (approx 65 hrs)	1,212.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0900	Resource Counseling Assistant - F. Cabrera	5,871.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	HSL - Hmong - L. Xiong 0.4375	16,062.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL - Spanish - S. Villegas .4375	17,341.00

\$198,896.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0460 Turner Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	New-3.5 hrs. 1st/2nd Grade - Supports G1 A 1-3	11,754.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	New-3.5 hrs. 1st/2nd Grade - Supports G1 A 1-3	11,754.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	New-3.5 hrs. 1st/2nd Grade - Supports G1 A 1-3	11,754.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	New-3 hrs. K -Supports G1 A 1-3	10,075.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	New-3 hrs K - Supports G1 A 1-3	10,075.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support academics. See also A2 and 3 (No Food/Incentives)	4,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			96 Subs days for T. planning, SST, chats, lang. teams, T. support	18,598.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	New-3.5 hrs. 1st/2nd Grade - Supports G1 A 1-3	11,817.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and Repairs (Technology and site)	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics Orders	2,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology and upgrades. Also supports G1Action 1-3	2,488.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Sup. Contracts for tutor/ plan ap. 50 hrs	2,322.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Book, Digital Licenses, and Subscriptions	721.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support academics. Also supports A1&3	7,948.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology and upgrades. Also supports G1Action 1 and 3	2,698.00
G1A2	Sup & Conc	Instruction	Copier Maint			Direct maintenance and repairs of copy machine	4,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support academics. Also see G1A1and 2	200.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Redesignation Dinner	653.00
G2A1	Sup & Conc	Instruction	Direct Trans			Leadership Fieldtrip to Disneyland (Goal 2)	3,000.00
G2A1	Sup & Conc	Other Instructional Resources	Student Incenti			: Mat.&Supp to support student engagement (spirit wear, incentives)	5,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Mat & Sup. for parent involvement/No Food or incentives	1,805.00
G4A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Sup			Extra T Office/Other Staff (approx 200 hrs)	5,055.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies to support parent involvement	1,000.00
G4A1	Sup & Conc	School Administration	Cl&Tech-Reg	Assistant, School Office	0.2500		14,629.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.5000		83,721.00
G4A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7850	Resource Counseling Assistant - F. Cabrera	51,200.00
G4A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Mileage (Admin, HSL, and Office Staff)	1,000.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Extra T for HSL/and for Translators for P/T Conf. (approx 65 hrs)	1,212.00

G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.0900	Resource Counseling Assistant - F. Cabrera	5,871.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	HSL - Hmong - L. Xiong 0.4375	16,062.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL - Spanish - S. Villegas .4375	17,341.00
							\$325,754.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,706.00
Sup & Conc	7090	\$216,709.00
LCFF: EL	7091	\$45,339.00
Grand Total		\$325,754.00

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$118,858.00	
G2 - All students will engage in arts, activities, and athletics	\$8,000.00	
G4 - All students will stay in school on target to graduate	\$198,896.00	
Grand Total		\$325,754.00