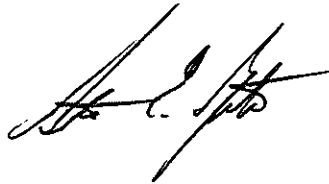


Turner Elementary

10621666006522

Principal's Name: Steve Gettman

Principal's Signature:

A handwritten signature in black ink, appearing to read "Steve Gettman", written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances


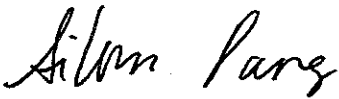
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Steve Gettman	X				
2. Chairperson - Silorn Pang		X			
3. Vice Chairperson- Desiree Vasquez				X	
4. Secretary- Eddie Trevino			X		
5. District Advisory Committee (DAC) Representative- Nancy Plata				X	
6. Tasharey Crawford		X			
7. Rosalva Tello				X	
8. Alejandra Rios				X	
9. Anthony Roach		X			
10. Rita Villa				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 checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date .

Required Signatures

School Name: Turner Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Steve Gettman		4-7-21
SSC Chairperson	Silom Pang		4-7-21

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 2021/22

Turner - 0460

ON-SITE ALLOCATION

3010	Title I	\$66,010 *
7090	LCFF Supplemental & Concentration	\$209,814
7091	LCFF for English Learners	\$48,600
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$23,698</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$348,122

* 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	\$1,722
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$64,288</u>
	Total Title I Allocation	\$66,010

Turner Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		35.3 %	2020-2021	42.3 %
I-Ready Math D2 On Level		27.13 %	2020-2021	34.13 %
I-Ready ELAD2 On Level (Students With Disabilities)		15 %	2020-2021	22 %
I-Ready Math D2 On Level (Students With Disabilities)		12.31 %	2020-2021	19.31 %
EL Reclassification Rate (English Learner)		0 %	2019-2020	20 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

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 2019-2020, 22.98% of students scored On Level in i-Ready ELAD2, whereas in 2020-2021, 35.3% of students scored On Level in i-Ready ELAD2. 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, and afterschool tutorials by teachers. Classroom RTI was not held daily as planned, due to the global COVID-19 pandemic but the following occurred regularly: 1) iReady, 2) implementation of effective strategies such as Guided Reading and WestEd Keystone pedagogies; 4) differentiated classroom instruction by teacher; 5) independent practice; 6) After-school tutorial. Instructional Paraprofessionals, guided and supervised by Resource Teacher, supported differentiated instruction and intervention in the classroom.

I-Ready ELAD2 On Level (Students With Disabilities)

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

I-Ready ELA D2 On Level

With the COVID-19 global pandemic and the state's shutdown measures, the district implementing a new Distance Learning format that provided challenges for many students. Some students dealt with connectivity and technology issues, as well as environments that may have lacked supports needed for students' academic growth. While some students show growth in iReady scores, the rate of students not completing their Reading iReady increased from 1% to 6%, indicating a lack of technical support or space to complete the assessment.

I-Ready ELA D2 On Level (Students With Disabilities)

With the COVID-19 global pandemic and the state's shutdown measures, the district implementing a new Distance Learning format that provided challenges for many students. Some students dealt with connectivity and technology issues, as well as environments that may have lacked supports needed for students' academic growth. 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 is now at practice at Turner. However, more data collaboration and reflection between Special

In 2019-2020 Students with Disabilities measured as On Level in the i-Ready was 0%, with 1.67% students categorized as One Year or Above, whereas in 2020-2021, Students with Disabilities On Level increased to 15% in the i-Ready. Data would show that more students moved up a level in the i-Ready. 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.

I-Ready Math D2 On Level

Turner Elementary implemented a standards-based math instruction to promote mastery of mathematical skills in Grades Kindergarten-6. In 2019-2020, 19.96% of students scored as On Level in i-Ready Mathematics, whereas in 2020-2021, 27.13% of students scored On Level in i-Ready Mathematics. The scores significantly increased with a 35.92% growth and were 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.

I-Ready Math D2 On Level (Students With Disabilities)

There were significant improvements in the 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 SDC 3 and 4 -6 Grades. SPED teachers and General Education teachers were provided PLC time for Grade Level articulation. As a result, in 2019-2020 Students with Disabilities measured as On Level in the i-Ready Mathematics was 15%, whereas in 2020-2021, Students with Disabilities On Level decreased to 12.31% in the i-Ready Mathematics. More data collection, analysis, and reflection need to occur surrounding Math improvements for our Students with Disabilities

EL Reclassification Rate (English Learner)

Turner has 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.

The actions taken to support program implementation include:

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

Education teachers and General Ed teachers needs to occur as a practice to improve scale score performance for students with disabilities.

I-Ready Math D2 On Level

With the COVID-19 global pandemic and the state's shutdown measures, the district implementing a new Distance Learning format that provided challenges for many students. Some students dealt with connectivity and technology issues, as well as environments that may have lacked supports needed for students' academic growth. While some students show growth in iReady scores, the rate of students not completing their Math iReady increased from 1% to 5%, indicating a lack of technical support or space to complete the assessment.

I-Ready Math D2 On Level (Students With Disabilities)

With the COVID-19 global pandemic and the state's shutdown measures, the district implementing a new Distance Learning format that provided challenges for many students. Some students dealt with connectivity and technology issues, as well as environments that may have lacked supports needed for students' academic growth. SDC 3rd and SDC 4th-6th Grade students are provided more exposure to Common Core Standards in Mathematics. An academic assessment calendar of CFAs and CSAs is now at 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 performance for students with disabilities.

EL Reclassification Rate (English Learner)

With the COVID-19 global pandemic and the state's shutdown measures, the district implementing a new Distance Learning format that provided challenges for many students. Some students dealt with connectivity and technology issues, as well as environments that may have lacked supports needed for students' academic growth. This greatly effected participation in learning for many of our students who are English Language Learners. Lack of language support at home, inconsistent attendance and completion of work as well as participation in both written and spoken language for our EL Learners. In addition, synchronous instruction virtually was limited while asynchronous instruction did not support students growth in the areas of written language as well as in listening and speaking due to lack of instructional interaction.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Most actions were implemented except funds that had been set aside to provide subs for teacher planning days; these funds were transferred to provide teachers supplemental contracts for after-school tutorials to support student learning. Actions were limited by time and type (asynchronous/synchronous) due to lack of in-person instruction, inadequate technology, and inability to provide needed interventions for targeted student groups.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

With the COVID-19 global pandemic and the state's shutdown measures, students in the primary grades will need additional supports to help ensure they are at grade level. Turner Elementary will hire 4 Teaching Fellows to support students in first grade to support their learning of foundational skills. In addition, an additional 1.0 FTE will be provided by the district to reduce class size in the 2nd grade classrooms in order to assist with smaller targeted intervention. A school Social Worker will also be added to support the social emotional needs of students and families as we return to in-person learning for the 2021-22. In addition, a grant was written to obtain a CWAS (for Tier 2 support) to assist with target students through the use of an SEL Team Support that progress monitors targeted students in academics, social emotional growth, and attendance. The SEL Team will also coordinate services for those students identified as needing assistance.

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

2 ELAC:

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

3 Staff:

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

Action 1

Title: 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, Diagnostic Assessments, iReady, and Quarterly Common Formative Assessments (CFAs). Particular attention will be placed on Foundational Skills acquisition, and the use of Claims and Targets for the creation of meaningful assessments that reflect the concepts and skills that align to CCSS and SBAC rigor and would serve as the basis for instructional activities.

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

- Kindergarten Assessment of Individual Growth
- BAS or other Diagnostic Assessments (Wonders)
- Grade Level Common Formative Assessments (IAB's/FIAB's)
- Literacy IPG Data Reports
- iReady (Interim Assessment Blocks)

English Language Arts progress monitoring will be conducted through teacher data chats to insure adequate progress towards mastery of grade level standards. During data chats (goal setting), an action plan will be developed for each child/group/class to insure progress is made.

Owner(s):

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

Timeline:

- Daily/weekly on-going CFAs (benchmarks including FIABs/IABs as scheduled with Grade Level Scope and Sequence)
- Wonders Weekly, Quarterly and End-of-Unit Assessments
- Quarterly KAIG Results
- iReady Assessment Interval
- Literacy IPG (ongoing)

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

Data will be collected specific to Foundational Skills Acquisition (K-2) and Claims/Targets (3-6) as well as use of District Literacy IPG form. Data collected will be used to develop Professional Learning opportunities for staff with regard to groupings, best instructional strategies, and use of data to inform instruction. Special emphasis will be placed upon collecting data for writing (quarterly) in order to develop strategies and determine next steps (staff development) to ensure written language mastery. Regional PL will continue to focus on Foundational Skills and Claims/Targets

Owner(s):

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

Timeline:

- Daily/weekly on-going CFAs (benchmarks including FIABs/IABs as scheduled with Grade Level Scope and Sequence)
- Wonders Weekly, Quarterly and End-of-Unit Assessments (see Scope and Sequence for timelines)
- Quarterly KAIG Results
- iReady Assessment Interval
- Literacy IPG (ongoing)
- Quarterly Writing Samples
- Professional Learning in ELA (see Professional Learning Calendar for 2021-22)

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

School Personnel

- Teaching Fellows to support Academic Response to Intervention (Tier 1 & 2) in Reading, Writing, Comprehension and Foundational Skills (K-2nd Grades) via a push-in model
- Supplementary contracts for Certificated and Classified (Tutoring)
- Substitutes for monthly Student Study Team meetings and for Professional Learning Opportunities

- Substitutes for teacher planning and/or peer observations
- Resource Teacher to monitor progress of Response to Intervention
- Resource Teacher to provide Instructional Coaching Cycles for Kindergarten-6th Grades (Plan, Co-teach, Teach, Reflect)

Resources, Materials, and Supplies

- ELA Guaranteed and Viable Curriculum Resources and Materials
- Other materials and supplies that support instruction including graphics & technology/equipment
- Direct Maintenance and Repairs
- Incentives to motivate and rewards student
- Professional Learning materials for English Language Arts Professional Learning Opportunities

Specify enhanced services for EL students:

- **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 schedule 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
- Learning Engagement Zone (ZPD)
- Culturally Responsive Teaching and the Brain
- Explicit instruction on Academic Discourse
- Explicit instruction on Language Analysis
- Quarterly EL Learner progress monitoring (including RFEP to prevent regression) through teacher data chats to insure adequate progress towards redesignation. During data chats, an action plan will be developed for each child to ensure appropriate instruction (Tier 1) and intervention (Tiers 2 and 3 - provided by resource teacher/other support personnel) are in place (including support for Newcomer ELs).

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) Students 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.

Action 2

Title: Mathematics Intervention Plan for Kindergarten-6th Grade

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Data reviewed for students in the Mathematics Acquisition in grades K-2nd and Claims/Targets grades 3-6. Data used to monitor all student progress will include (see English Language Learner Action #3 for additional data used for ELL):

- Kindergarten Assessment of Individual Growth
- Diagnostic Assessments
- Grade Level Common Formative Assessments (IAB's/FIAB's)
- IPG Data Reports: Mathematics
- iReady (Interim Assessment Blocks)

Mathematics progress monitoring will be conducted through teacher data chats to insure adequate progress towards mastery of grade-level standards. During data chats, an action plan (goal setting) will be developed for each child/group/class to ensure progress is made.

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

Data will be collected specific to Foundational Mathematics Skills Acquisition (K-2) and Claims/Targets (3-6) as well as use of District Mathematics IPG form. Data collected will be used to develop Professional Learning opportunities for staff with regard to groupings, best instructional strategies, and use of data to inform instruction. Special emphasis will be placed upon collecting data (quarterly) in order to develop strategies and determine next steps (staff development) to ensure mastery of grade-level standards. Training will support teacher planning, lesson alignment, and overall instruction. Grades 3-6 will continue participating in Regional Professional Learning Claims and Targets.

Owner(s):

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

Timeline:

- Daily/weekly on-going CFAs (benchmarks including FIABs/IABs as scheduled with Grade Level Scope and Sequence)
- GoMath Weekly, Quarterly, and End-of-Chapter Assessments
- KAIG Benchmarks Results
- iReady Assessment Interval
- Mathematics Arts IPG (ongoing)
- Smarter Balance Resources (on-going)

Owner(s):

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

Timeline:

- Daily/weekly on-going CFAs (benchmarks including FIABs/IABs as scheduled with Grade Level Scope and Sequence)
- GoMath Weekly, Quarterly, and End-of-Chapter Assessments
- KAIG Benchmark Results
- iReady Assessment Interval
- Mathematics IPG (ongoing)
- Smarter Balance Resources (on-going)
- Professional Learning in Mathematics (see Professional Learning Calendar for 2021-22)

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

School Personnel

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

Resources, Materials, and Supplies

- Other materials and supplies that support instruction including graphics & technology/equipment
- Direct Maintenance and Repairs
- Mathematics Guaranteed and Viable Curriculum Resources and Materials
- Incentives to motivate and rewards students
- Professional Learning materials for Mathematics Professional Learning Opportunities

[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 schedule 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 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
- Academic Discourse with Math Content

[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 the 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) Students 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

- Culturally Responsive Teaching and the Brain
- Visual Supports
- Quarterly EL Learner progress monitoring (including RFEP to prevent regression) through teacher data chats to insure adequate progress towards redesignation. During data chats, an action plan will be developed for each child to insure appropriate instruction (Tier 1) and intervention (Tiers 2 and 3 - provided by resource teacher/other support personnel) are in place (including support for Newcomer ELs)..

Action 3

Title: ELD Instructional Plan for Kindergarten - 6th Grade

Action Details:

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

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

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

Data reviewed for our English Language Learners will emphasize the needs of our EL students as they move towards redesignation. This data will include:

- ELPAC Results from 2020-2021
- Atlas RFEP Quarterly Monitoring
- Atlas ELPAC Progress Report
- Atlas English Learner Redesignation Goal Setting Report
- iReady
- Number and percentage of Long Term English Learners (LTEL)

In addition, the following site assessments will be used to monitor student progress towards redesignation.

- Kindergarten Assessment of Individual Growth
- Grade Level Common Formative Assessments (IAB's/FIAB's)
- IPG Data Reports: Literacy and Mathematics

EL Learner progress monitoring (including RFEP) will be conducted through teacher data chats to insure adequate progress towards redesignation. During data chats, an action plan will be developed for each child to ensure progress is made.

Owner(s):

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

Timeline:

Quarterly

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

Data will be collected specific to Designated and Integrated ELD as is reflected in the District's English Language Arts and Mathematics IPG. Data collected will be used to develop Professional Learning opportunities for staff with regard to groupings, best instructional strategies, and use of data to inform instruction.

Owner(s):

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

Timeline:

On-going

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

School Personnel

- ELPAC Assessors (funding for district and/or site supplemental contracts)
- Afterschool Teaching Fellows funded by English Language Services Department, to support Academic Response to Intervention (Tier 1 & 2) in Speaking, Listening, Reading, Writing Domains, and Vocabulary Development/Language Acquisition)
- Teaching Fellows to support small group classroom instruction and/or RTI (Tier 1 and Tier 2) in Speaking, Reading, Writing, Vocabulary, Comprehension, and Foundational Skills in Kindergarten (1st/2nd Grades)
- Home School Liaisons (Hmong and Spanish)
- Supplementary contracts for Certificated and Classified (Tutoring, Language Team)
- Substitutes for monthly Student Study Team meetings, PL, & Language Team Meetings
- Substitutes for teacher planning and/or peer observations
- Resource Teacher to monitor the progress of Response to Intervention and to provide Instructional Coaching Cycles for Kindergarten - 6th Grades (Plan, Co-teach, Reflect)

Resources, Materials, and Supplies

- Other materials and supplies that support instruction including, including graphics & technology/equipment
- Direct Maintenance and Repairs
- Incentives to motivate and reward students.
- Redesignation Dinner for students and their families.
- ELA/ELD Guaranteed and Viable Curriculum Resources and Materials
- Professional Learning materials for ELD Professional Learning Opportunities

Specify enhanced services for EL students:

- **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 schedule 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

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.

English, including Keystone Pedagogies. Teachers will plan lessons that address the four strands of the CCSS for ELALiteracy (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 ELALiteracy. 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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			2x10 subs for SSTs ** NO IEPS **	3,001.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Sup. Contracts for tutoring	2,394.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies for students (no food or incentives).	2,434.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support Foundation Skills and Goal 1	44,169.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs (technology and site)	200.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.9400	Resource Teacher, supports all goals	130,296.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.0600	Resource Teacher, supports all goals	8,316.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials & supplies to support academics. Supports A1-3	8,999.00
G1A1	One-Time School	Instruction	Direct-Maint			: Maintenance and repairs (technology and site)	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology and upgrades, also supports G1A1-3	2,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology and upgrades. Supports A1-3	8,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & supplies to support academics. Also supports A1&3	2,980.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology and upgrades. Also supports A1-3	100.00
G1A2	One-Time School	Instruction	Direct-Maint			Direct maintenance and repairs	1,200.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support academics. Also see G1A1 and 2	200.00
G1A3	One-Time School	Instruction	Teacher-Supp			ELPAC Assessors	6,000.00

\$225,289.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Turner staff will ensure a school and classroom culture that promotes a growth mindset approach and embed learning opportunities to gain social-emotional skills that will help them manage challenging situations. Turner will also continue virtual field trips, physical field trips when possible, to expose students to real-world experiences and careers. The Culture and Climate Team was able to use data from surveys to implement more opportunities for peer-to-peer connections.

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

Student-centered real world learning experience - Site Defined

The COVID-19 pandemic prohibited many of the opportunities for physical field trips in the 2020-2021 school year. Staff had to shift to virtual field trips when possible but unfortunately, slots that were limited often filled up fast so virtual trips to the Fresno Chaffee Zoo or Monterey Bay Aquarium were missed while other opportunities for exposure to careers were canceled entirely, such as trips to the Fresno Police Department and visits by the Fresno Fire Department.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the COVID-19 pandemic, all physical field trips were canceled and staff found virtual field trips for their students to attend this year. Although we were unable to go in the 2020-2021 school year, we plan to continue to fund a Goal 2 Fieldtrip to Disneyland for the 2021-2022 Leadership participants. Funds have been allocated for direct transportation (\$3,000).

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Using data from student surveys, Turner will fund a field trip to Disneyland (allocating \$3000 for direct transportation) for the 2021-2022 Leadership Participants and look to increase field trips for students and changes will be found under Goal 2: Expand student-centered and real-world learning experiences, ACTION1: Social/Emotional Learning and Culture/Climate Plan for K-6th.

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

2 ELAC:

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

3 Staff:

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

Action 1

Title: Social/Emotional Learning and Cultural Awareness

Action Details:

Turner Elementary will create and provide opportunities for students to build character, self-competencies, and be exposed to a variety of real-world experiences. Turner staff will ensure a school and classroom culture that promotes a growth mindset approach and embed learning opportunities to gain social-emotional skills that will help them manage challenging situations. 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 Field Trips, 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 2021-2022 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 to make connections with others or with behavior issues have a place to go to receive social-emotional support, for alternative recess, or as an alternative to suspension placement. The School Social Worker will manage the Care and Connect Center under the supervision of the administration team.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Data will be reviewed that indicates the number and type of opportunity students have to participate in activities such as:

- Assemblies with Guest Speakers and Volunteers (academic/enrichment focus)
- Participation in Schoolwide activities (Pastries for Parents, Grandparents Day, Food Festival Night)
- Field Trips
- Clubs/Tutoring and other student support programs
- After School Program

Owner(s):

- School Psychologist
- Restorative Practices Coach
- School Social Worker
- Administration
- Climate and Culture Team
- Instructional Leadership Team
- Activity Sponsors
- Teachers
- Parents
- Students

Timeline:

- Quarterly

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

Data included in the collection will be behavior, suspension, and expulsion rates.

Owner(s):

- Culture & Climate Team
- Restorative Practice Counselor
- School Psychologist
- School Social Worker
- Administration

Timeline:

- Monthly

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

Chronic and Severe attendance rates will be monitored in order to identify those students needing attendance support.

Owner(s):

- Culture & Climate Team
- School Social Worker
- CWAS
- School Psychologist
- Restorative Practice Counselor
- Administration
- Teachers

Timeline:

- Weekly

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

IPG data collection utilizing tenant 1 will be monitored (feedback/actions) in order to ensure that classrooms/school provides a positive learning environment for all students and staff. In addition, yearly SEL staff and student SEL Surveys will be utilized and actions implemented in high needs areas identified by the surveys.

Owner(s):

- Culture & Climate Team
- School Social Worker
- CWAS
- School Psychologist
- Restorative Practice Counselor
- Administration
- Professional Learning Communities (Teachers)

Timeline:

- daily
- weekly
- monthly

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

Class Meeting and SEL Lesson Verification data, 3:1 Ratio of adult positive interactions with students data collection, intentional effective feedback to students as well as student engagement data (ATLAS) will be used to monitor positive interactions with students, that appropriate SEL strategies are being taught, and that students are engaged in activities that would provide "connection" to the school setting.

Owner(s):

- Culture & Climate Team
- School Social Worker
- School Psychologist
- Administration
- Professional Learning Communities (Teachers)
- Instructional Leadership Team

Timeline:

- quarterly

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

School Personnel

- School Social Worker
- Restorative Practice Counselor
- Home School Liaisons (Spanish/Hmong)
- Resource Teacher
- Certificated and Classified Supplemental Contacts for Goal 2 Activities and Participation in Schoolwide Connection Clubs
- School Psychologist to provide social-emotional support for students and PL to teachers.
- Translators (Spanish, Hmong, ASL)

Resources, Materials, and Supplies

- Resources, technology, materials, and supplies that support Social/Emotional Learning and School/ Climate Culture
- Materials and supplies for Goal 2 Activities and Schoolwide Engagement Clubs
- Field Trips and direct transportation
- Guest Speakers and Volunteers
- Awards and Incentives (academic, improved behaviors, etc.)
- Direct Maintenance and Repairs
- 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 (Tiger Den)
- Other materials and supplies to support student engagement not limited to, graphics and technology

Specify enhanced services for EL students:

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

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 activities 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 opportunities to participate in all extra-curricular activities.

School Psychologist social-emotional support for students in need.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		26.4 %	2020-2021	20.4 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		33.33 %	2020-2021	25.33 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %
Chronic Absenteeism (African American)		50 %	2020-2021	30 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Due to the Pandemic and school Closure (Distance Learning) the following were not implemented:

- Goal 2 participation
- TSI Chats
- School-Wide Celebrations
- Quarterly Awards for Perfect Attendance
- Power BI Misbehavior, Suspension and Expulsion Data
- Student participation with Girl Power and Boys to Men for chronically absent and/or behavior students

Due to the Pandemic and school Closure (Distance Learning) the following were implemented on a limited basis:

- ATLAS Behavioral Report
- Site Referral Data
- CWAS data collection and attendance conference
- Rewards and Incentives for improved academics and citizenship
- Spirit wear for all students and staff to increase their sense of belonging
-

Chronic Absenteeism (Students with Disabilities)

Due to the Pandemic and school Closure (Distance Learning) the following were not implemented:

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

Chronic Absenteeism

- Inconsistent and nonreliable internet connectivity for some families
- Inconsistent parent support and follow-through
- Low participation in Attendance Meetings
- Emergency Card information and ATLAS not updated

Chronic Absenteeism (Students with Disabilities)

- Inconsistent and nonreliable internet connectivity for some families
- Inconsistent parent support and follow-through
- Low participation in Attendance Meetings
- Emergency Card information and ATLAS not updated

Suspensions students with 1 or more

Due to distance learning, there were no suspensions this year.

Suspensions students with 1 or more (Students With Disabilities)

Due to distance learning, there were no suspensions this year.

Chronic Absenteeism (African American)

- Inconsistent and nonreliable internet connectivity for some families
- Inconsistent parent support and follow-through

- Goal 2 participation
- TSI Chats
- School-Wide Celebrations
- Quarterly Awards for Perfect Attendance
- Power BI Msbehavior, Suspension and Expulsion Data
- Student participation with Girl Power and Boys to Men for chronically absent and/or behavior students

Due to the Pandemic and school Closure (Distance Learning) the following were implemented on a limited basis:

- ATLAS Behavioral Report
- Site Referral Data
- CWAS data collection and attendance conference
- Rewards and Incentives for improved academics and citizenship
- Spirit wear for all students and staff to increase their sense of belonging

Suspensions students with 1 or more

Due to distance learning, there were no suspensions this year.

Suspensions students with 1 or more (Students With Disabilities)

Due to distance learning, there were no suspensions this year.

Chronic Absenteeism (African American)

Due to the Pandemic and school Closure (Distance Learning) the following were not implemented:

- Goal 2 participation
- TSI Chats
- School-Wide Celebrations
- Quarterly Awards for Perfect Attendance
- Power BI Msbehavior, Suspension and Expulsion Data
- Student participation with Girl Power and Boys to Men for chronically absent and/or behavior students

Due to the Pandemic and school Closure (Distance Learning) the following were implemented on a limited basis:

- ATLAS Behavioral Report
- Site Referral Data
- CWAS data collection and attendance conference
- Rewards and Incentives for improved academics and citizenship
- Spirit wear for all students and staff to increase their sense of belonging

- Low participation in Attendance Meetings
- Emergency Card information and ATLAS not updated

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the COVID-19 pandemic, assemblies and celebrations were eliminated in the physical sense but Turner was still able to celebrate students with certificates and vouchers as prizes. Funds that were allocated for field trips were reallocated as teacher stipends for virtual clubs and supplies for clubs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

In order to support students in their transition back to learning in a more traditional setting (in the classroom versus distance learning) Turner will add the position of a School Social Worker to provide Academic and Social-Emotional Learning support, targeting priority subgroups African American, Students with Disabilities, Homeless and Foster Youth to support Goal 3, Actions 1 and 2.

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

2 ELAC:

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

3 Staff:

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

Action 1

Title: Suspension and Chronic Absenteeism Plan

[Action Details:](#)

Turner Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Culture and Climate components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. We would also increase efforts to communicate with parents regarding attendance by adding funding two additional hours of Office Assistant 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 Culture and Climate Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple absences and suspensions will be referred to the SST where a Behavior Support Plan will be implemented to support student behavior and the ICET process will be utilized, as needed, for intervention.

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

Referrals (including data) to Student Success Team, ICET, RP Counselor, Social Worker, CWAS, TSI Chats, and Restorative Practice counselor (including follow-up monitoring). Will be used to identify students of greatest need for academic, social-emotional, behavioral, and attendance support. In addition, data will be used to monitor the progress of students in each identified area. Additional Data will be collected through conferences with support personnel (attendance conference, SST meetings, RP Counselor student check-ins, etc.).

Owner(s):

- Culture & Climate Team
- Teachers
- Restorative Practice Counselor
- School Social Worker
- Student Success Team
- CWAS
- Omand Office Clerk
- School Psychologist
- Behavior Support Specialist (Tier I and II)
- Parent and students
- Instructional Lead Teachers
- Department of Prevention/Intervention Resource Teacher

Timeline:

- Daily
- Weekly
- Monthly

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

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

- ATLAS Engagement Data (Goal 2 participation)
- ATLAS Behavior and Attendance Reports
- Power BI Msbehavior, Suspension and Expulsion Data

This data will be used to initiate individual and schoolwide action plans in order to increase student belonging.

Examples:

- Weekly, Monthly, and Quarterly Awards and incentives to increase participation and attendance in school.
- Student of the Month
- Birthday recognition
- Schoolwide and classroom Contests
- Special Lunch
- Rewards/incentives for Parents
- School-Wide Assemblies and Celebrations
- Spirit wear for all students and staff to increase sense of belonging
- Rewards and Incentives for Good, Improved, and Perfect Attendance

Owner(s):

- Culture and Climate Team
- Teachers
- Restorative Practice Counselor
- School Social Worker
- Student Success Team
- CWAS
- Office Clerk
- School Psychologist
- Behavior Support Specialist (Tier I and II)
- Parent and students
- Instructional Lead Teachers
- Resource Teacher

Timeline:

- weekly,
- monthly
- quarterly

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

School Personnel

- Tiered Levels of Support through Response to Intervention: **Tier 1** - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide prevention to proactively support student success; **Tier 2 and Tier 3** - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skill and will supports
- Certificated and Classified Supplementary Contracts for Goal 2 activities and clubs
- Certificated Substitutes for monthly Student Study Team Meetings
- 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
- School Social Worker to provide Academic and Social-Emotional Learning support targeting priority subgroups **African American, Students with Disabilities**, 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
- Resource Teacher to provide Academic and Social-Emotional Learning support targeting LTELs, ELLs, **African American, Students 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
- Office Assistant - 2 additional hours per school day (attendance verification and student monitoring)

Resources, Material, and Supplies

- 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 provided for parent meeting/trainings
- Direct maintenance and repairs
- School-wide assemblies (including guest speakers) and celebrations
-
- Girl Power and Boys to Men for chronically absent and/or behavior students

Specify enhanced services for EL students:

- Administration, Child Welfare Assistant, and School Social Worker will meet biweekly to monitor EL's Misbehavior entries, Attendance data, and Suspension rates.
- 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.
- Child Welfare Assistant will identify 2021-2022 EL students with chronic absences and misbehaviors utilizing 2020-2021 data points. Child Welfare Assistant and School Social Worker will involve students in Quarterly Attendance Goal Setting. Students meeting goals will be recognized and celebrated.
- Expose students to work and career pathways where a multilingual skillset is a benefit and advantage by including multilingual guest speakers and career professionals at school events.

Specify enhanced services for low-performing student groups:

Targeted Actions/Strategies for AA and SWD:

- 1) Administration, Child Welfare Assistant, and School Social Worker 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 2021-2022 AA students and SWD with chronic absences and misbehaviors utilizing 2020-2021 data points.
- 4) Child Welfare Assistant and School Social Worker will contact parents prior to the First Day of Instruction (August 16, 2021) to review commitments for Student Attendance Review Team (SART).
- 5) Child Welfare Assistant and School Social Worker 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.

Action 2

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, Board Games, Lego Construction, 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 2021-2022 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 Tiger Den (Care and Connect Center) where students who are struggling to make connections with others or with behavior issues have a place to go to receive social-emotional support, for alternative recess, or as an alternative to suspension placement. The School Social Worker will manage the (Tiger Den) under the supervision of the 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

Data regarding student/teacher interaction as well as student ownership will be collected through:

- Intentional effective feedback to students
- Feedback to teachers utilizing IPG Tenant 1
- 3:1 Ratio of adult positive interactions with students

This data will be used to develop professional learning around teaching strategies that build meaningful relationships as well as a sense of belonging.

Owner(s):

- Instructional Leadership Team
- Climate and Culture Team
- Administration

Timeline:

- data review monthly by ILT and Culture Climate Teams

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

Data will be collected regarding student progress with students receiving tiered level of support. On-going assessments (weekly) for those students receiving support, will be analyzed by the SEL Team and used to provide additional supports or changes to intervention implementation. The SEL Team will identify Tiered Levels of support, a timeline for monitoring student progress (reviews), and a system for transitioning students within tiers in order to receive appropriate supports.

Owner(s):

- SEL Team (to be developed) - social worker, administration, and other student support personnel

Timeline:

- to be determined by created team

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

Daily Attendance Rate, suspension rate and behavior data (office referrals and level) will be monitored in order to support student needs.

Owner(s):

- social worker
- Culture & Climate Team
- Teachers
- Administration
- RP Counselor
- CWAS (Tier 2)
- Home School Liaisons
- Instructional Leadership Team

Timeline:

Bi-Weekly

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

Data will be collected in order to identify specific students who have a decreased "sense of belonging" or lack of connectedness to the school community. Data used to develop school and individual student action plans to increase belonging and connectedness (including attendance) will include:

- Goal 2 Participation: Participation in Schoolwide activities (Pastries for Parents, Grandparents Day, Food Festival Night), Sports, Music, Field Trips, Clubs, tutorial, Afterschool Program

Owner(s):

- Culture & Climate Team
- SEL Team

Timeline:

- Quarterly

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

- Class Meeting and SEL Lesson Verification

Owner(s):

- Teachers
- RP Counselor
- Administration

Timeline:

- Quarterly

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

School Personnel

Certificated and Classified Supplemental Contacts for Goal 2 Activities and Participation in Schoolwide Connection Clubs

- School Psychologist to provide social-emotional support for students and PL to teachers
- School Social Worker
- Restorative Practices Coach
- Home School Liaisons (Hmong and Spanish)
- Resource Teacher
- Translators (Spanish, Hmong, ASL)

Resources, Materials, and Supplies

- Resources, technology, materials, and supplies that support Social/Emotional Learning and School/ Climate Culture
- Materials and supplies for Goal 2 Activities and Schoolwide Engagement Clubs
- Materials/Supplies for Professional Learning (SEL and Cultural Proficiency including books/manuals/readings)Direct Maintenance and Repairs
- Direct Transportation
- Rewards/Incentives to motivate and reward students 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 (Tiger Den)
- Monthly and Quarterly Awards and Incentives
- Other materials and supplies to support student engagement not limited to, graphics and technology
- Guest Speakers and Parent Volunteers
- Incentives/Rewards for Parents

Specify enhanced services for EL students:

- Teachers
- Bilingual Resources for parents of ELL students
- CWAS Communications
- Home School Liaisons/Translators (Hmong, Spanish, ASL, etc.)
- School Social Worker
- Restorative Practices Coach
- Engagement clubs that are culturally diverse

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 activities 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 opportunities to participate in all extra-curricular activities.

School Psychologist and School Social Worker to provide social-emotional support for students in need.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	School Administration	Cl&Tech-Reg	Assistant, School Office	0.2500	Office Assistant Also G5A1	15,361.00
G3A2	Sup & Conc	Instruction	Direct Trans			: Leadership Fieldtrip to Disneyland	3,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5000	School Social Worker - 185 days Kratt (G3A2) and Turner (G3A2) splitting position 0.50 FTE each	57,677.00

\$76,038.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		79.59 %	2019-2020	90 %
Staff Goal - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

New Goal and Action.

Staff Survey – Overall Positive in Belonging Domain

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

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

Staff Goal - Site Defined

New Goal and Action.

Staff Survey – Overall Positive in Belonging Domain

- Encourage entire staff to complete the survey as only 50% of staff filled out the survey for the most accurate data.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

In the 2020-2021 Academic school year, Turner had allotted funds to provide teachers with subs for planning time with their PLCs, in order to support their professional development and increase collaboration within the PLC. Due to the COVID-19 pandemic and new district schedule that allowed for planning, funds were reallocated for teacher after-school tutorial stipends and for teachers who wanted to sponsor a club.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Turner will continue to compensate teachers for the time for tutoring and clubs to support positive student-teacher relationships, as well as provide professional learning to support teacher and student needs to offset the challenges of virtual learning.

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

2 ELAC:

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

3 Staff:

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

Action 1

Title: Staff Professional Learning

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Data will be collected in order to provide meaningful Professional Learning to both Certificated and Classified Staff members. At the end of the 2020-21 school year, staff will be surveyed regarding their professional learning needs (academic, Social-emotional, etc.). Through this survey, the calendar for the 2021-22 school year for professional development will be developed through the Instructional Leadership Team. During the 2021-22 school year, data from professional learnings will be gathered along with data regarding the implementation of these new learnings:

- Exit Tickets completed from PL participants
- Staff Surveys
- iAchieve Staff Learning/ PL Attendance Reports
- Classroom Walk-Throughs for Implementation

[Owner\(s\):](#)

- Administration
- Instructional Leadership Team
- District Coaches
- Resource Teacher
- Certificated and Classified Staff

[Timeline:](#)

- Quarterly
- End of Year

[Describe Direct Services and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

School Personnel

- Student Academics: Foundational Skills, Interim Assessments, SBAC Claims and Targets, PLCs, Common Core State Standards
- Student-Centered and Real-World Learning: Cultural Proficient Teaching
- Student Engagement: Social-Emotional Learning, Restorative Practices, Culture and Climate
- Professional Learning, including Cultural Proficiency
- Training on ELPAC Assessments and use of data
- Supplementary contracts for Certificated and Classified (additional training)
- Substitutes for teacher planning and/or peer observations
- Resource Teacher to provide Instructional Coaching Cycles for Kindergarten - 6th Grades (Plan, Co-teach, Reflect)

Resources, Materials, and Supplies

- ELA/ELD Guaranteed and Viable Curriculum Resources and Materials
- Technology for use of online resources
- Products and licensing, including NearPod and Tutor.com, etc.
- Other materials and supplies that support instruction including, but not limited to, graphics & technology
- Direct maintenance and repairs
- Professional learning supplies/materials including books/reading material

Specify Professional Development or Staff Services to support EL students:

- ELPAC Training for teachers
- Professional Learning on best instructional practices (designated/integrated ELD)
- Teacher data chats for monitoring progress towards ELRedesignation
- Professional learning targeting data usage and targeting student need.
- Provide professional learning for designated and integrated instruction as well as provide instructional feedback to teachers based upon the implementation of selected EL Professional Learning.

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

Professional learning opportunities for all staff including paraprofessionals and tutors to support low-performing students. School Psychologist to provide information and PL to teachers to also help support students.

Action 2

Title: Staff Retention

Action Details:

Due to school closure during the pandemic and virtual learning for the 2020-21 school year, data collected on the annual staff survey shows participation in decision making and staff participation in community building activities decreased from the previous school year. Due to the pandemic, most staff members did not work on campus and there was a decrease in professional learning opportunities for staff to participate and engage in the school community. Weekly messages (School Messenger), weekly bulletins, staff surveys, and emails were used to communicate/inform staff members. In addition, ILT, Climate and Culture, and weekly Town Hall Meetings were conducted in order to keep open communication with staff members. Thus the staff SEL Survey shows a decrease in favorable responses for participation in the decision-making process as well as in participation in community building activities/engagement. Both areas directly affect staff retention rates due to their effect on "sense of belonging".

- In response to returning to school 2020-21, the Turner staff will identify and participate in Professional Learning opportunities based upon individual needs and growth. In addition, all Turner staff will take an active role in planning and participating alongside the Turner Culture & Climate Team as it develops and implements community-building activities for students and staff (classified and certificated).

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

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

Use of data which tracks the opportunities for staff to be involved in the decision-making process (meetings, surveys, etc.).

Owner(s):

- Instructional Leadership Team
- Culture & Climate Team
- Certificated and Classified Staff

Timeline:

- Monthly
- Yearly Staff SEL Survey

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

Use of data and tracking formats to ensure that all staff have the opportunity to participate in community building activities in order to promote staff connectedness.

Owner(s):

- Instructional Leadership Team
- Climate & Culture Team
- Certificated and Classified Staff

Timeline:

- Quarterly

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

Use of data which promotes the hiring of a culturally diverse staff (reflection of community) as well as a hiring panel which represents staff and community diversity.

Owner(s):

- Instructional Leadership Team
- Administration

Timeline:

- On-going

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

Surveys and data collected that reflects staff generated professional learning opportunities as well as opportunities for staff to deliver site professional learning.

Owner(s):

- Certificated and Classified Staff
- Instructional Leadership Team
- Culture & Climate Team
- Administration

Timeline:

- Quarterly

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

Professional Learning

- Student Academics: to be developed by the Turner Staff based upon student data and staff need
- Student Centered and Real-World Learning: to be developed and implemented by the Turner Staff based upon student data and staff need
- Student Engagement: to be developed and implemented by the Turner Staff based upon student data and staff need
- Training for Turner staff on means of communication (emails, Class Dojo, School Messenger, Variety of TEAM and Zoom Meetings available, class/grade level newsletters, etc.

Resources, Materials, and Supplies

- Materials and supplies for staff development opportunities (including professional reading/books)
- Materials and supplies for staff celebrations and activities to increase "sense of belonging".

Specify Professional Development or Staff Services to support EL students:

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

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

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	40 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

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

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

Family Goal - Site Defined

- Low participation rate in School Site Council, ELAC, and Town Hall meetings.
- Some families would fail to pick up materials and curriculum during scheduled pick-up times
- Some families are lacking technology skills that would enable them to join virtual meetings

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the COVID-19 pandemic, some events like all meetings were changed to virtual meetings to account for the social distancing policies, therefore funds for babysitting during meetings were no longer necessary and reallocated to provide funds for student engagement.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Turner will continue to provide opportunities for families to engage in their student's education; we will be able to accommodate virtual conferences for parents if that is their preference, and hope to provide in-person options should COVID-19 district policies allow. Looking forward and anticipating challenges and needs our students and their families might have as they adjust from distance learning and begin attending class in-person, Turner will bring on a School Social Worker to help provide additional Academic and Social-Emotional Learning support to our students and their families, further supporting Goals 2, 3, and 5.

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

2 ELAC:

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

3 Staff:

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

Action 1

Title: Parent Engagement

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

The following data will be collected and used in order to promote an increased belonging and ownership within the school community:

- Panorama Parent Surveys
- Panorama Student Surveys
- Title 1 Needs Assessments
- Parent Surveys and input from ELAC and SSC
- Staff Surveys (Panorama)

[Owner\(s\):](#)

- OM and Office Clerk
- Teachers
- Homeschool Liaisons
- Culture and Climate Team
- Admin
- School Social Worker
- School Psychologist
- Restorative Practices Counselor
- Resource Teacher
- Parent University
- CWAS

[Timeline:](#)

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

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

School Personnel

- School Psychologist and School Social Worker to provide social-emotional support for students, families, and PL to teachers.
- Translators (Spanish, Hmong, ASL, other)
- Child Care for parents attending meetings on campus

- Certificated and Classified Supplemental Contracts for Activities and Participation in Schoolwide Connection Clubs and Athletics
- School Social Worker
- Restorative Practices Coach
- Home School Liaisons (Hmong and Spanish)
- Resource Teacher
- Parent University parent learning opportunities

Resources, Materials, and Supplies

- Spirit wear for students and staff to create a sense of belonging and a welcoming environment (welcome packet) for new students
- Back to School Night, Parent-Teacher Conferences, ELAC, SSC, SSTs, IEPs, Parent Chats/Town Halls, Parent University, Redesignation Dinner
- Annual Food Festival
- Materials and supplies for Care and Connect Center
- Other materials and supplies to support student engagement not limited to, graphics and technology
- Guest Speakers and Parent Volunteers
- Back to School/Open House
- Direct Maintenance and Repairs
- Direct Transportation
- Incentives to motivate and reward students
- Monthly and Quarterly Awards and Incentives
- Resources, technology, materials, and supplies that support family engagement
- Field Trips, Guest Speakers, Career Days, Literacy Week
- Student Awards, Field Trips, Clubs, Community Building Celebratory Weeks, Athletics

Specify Direct Service and Opportunities for parents and families to support EL students:

- Provide EL Parent Training on ELD Proficiency Level Continuum, ELPAC, Redesignation, RFEP, and Seal of Biliteracy.
- EL parent support in sustaining EL Students' home language and developing multi-lingual proficiency.
- Process to ensure EL parent participation in providing input into the SPSA and other EL matters (ELAC).
- Provide awards and incentives to recognize EL parent involvement in ELAC and other parent activities.
- Home School Liaisons (Hmong and Spanish)
- Child Care
- Books
- Parent Learning Opportunities from site and Parent University
- Translators (Spanish, Hmong, ASL, other)
-

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Instruction	Direct-Graph			: Graphics orders	500.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Extra T for HSL/and Translation for P/T conf.	1,040.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement/No food or incentives	1,722.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage (Admin, HSL, and Office Staff)	750.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & supplies to support parent involvement	200.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Extra t for HSL	3,571.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Redesignation dinner	350.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	HSL- Hmong	20,771.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Would like to keep Sandra Villegas, employee ID 1042472	15,392.00
G5A1	One-Time School	Parent Participation	Cls Sup-Sup			Extra T Office/Other Staff	2,499.00

\$46,795.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0460 Turner Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			2x10 subs for SSTs ** NO IEPS **	3,001.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Sup. Contracts for tutoring	2,394.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies for students (no food or incentives).	2,434.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support Foundation Skills and Goal 1	44,169.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs (technology and site)	200.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Cr-Reg	Teacher, Resource	0.9400	Resource Teacher, supports all goals	130,296.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Cr-Reg	Teacher, Resource	0.0600	Resource Teacher, supports all goals	8,316.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials & supplies to support academics. Supports A1-3	8,999.00
G1A1	One-Time School	Instruction	Direct-Maint			: Maintenance and repairs (technology and site)	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology and upgrades, also supports G1A1-3	2,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology and upgrades. Supports A1-3	8,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & supplies to support academics. Also supports A1&3	2,980.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology and upgrades. Also supports A1-3	100.00
G1A2	One-Time School	Instruction	Direct-Maint			Direct maintenance and repairs	1,200.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support academics. Also see G1A1 and 2	200.00
G1A3	One-Time School	Instruction	Teacher-Supp			ELPAC Assessors	6,000.00
G3A1	Sup & Conc	School Administration	Cl&Tech-Reg	Assistant, School Office	0.2500	Office Assistant Also G5A1	15,361.00
G3A2	Sup & Conc	Instruction	Direct Trans			: Leadership Fieldtrip to Disneyland	3,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cr-Reg	Social Worker, School	0.5000	School Social Worker - 185 days Kratt (G3A2) and Turner (G3A2) splitting position 0.50 FTE each	57,677.00
G5A1	Title 1 Basic	Instruction	Direct-Graph			: Graphics orders	500.00
G5A1	Title 1 Basic	Parent Participation	Cl-Ext			Extra T for HSL/and Translation for P/T conf.	1,040.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent involvement/No food or incentives	1,722.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Local Mileage			Mileage (Admin, HSL, and Office Staff)	750.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & supplies to support parent involvement	200.00
G5A1	LCFF: EL	Parent Participation	Cl-Ext			Extra t for HSL	3,571.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Redesignation dinner	350.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cl-Reg	Liaison, Home/School Hmong	0.4375	HSL- Hmong	20,771.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cl-Reg	Liaison, Home/School Spanish	0.4375	Would like to keep Sandra Villegas, employee ID 1042472	15,392.00
G5A1	One-Time School	Parent Participation	Cl-Sup			Extra T Office/Other Staff	2,499.00

\$348,122.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,010.00
Sup & Conc	7090	\$209,814.00
LCFF: EL	7091	\$48,600.00
One-Time School	7099	\$23,698.00
Grand Total		\$348,122.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$225,289.00
G3 - Increase student engagement in their school and community	\$76,038.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$46,795.00
Grand Total	\$348,122.00