

# Turner Elementary

106216660065221

Principal's Name: Steve Gettman

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

<p>The School Site Council (SSC) develops and revises the Single 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 Involvement 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 Single 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**

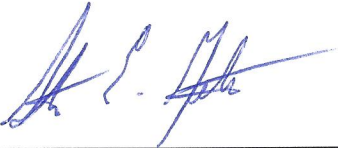
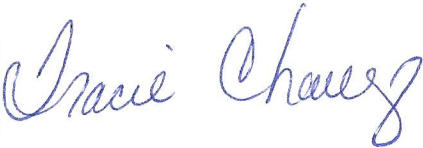
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Steve Gettman	X				
2. Chairperson – Tracie Chavez				X	
3. Thai Vang				X	
4. Chong Moua				X	
5. Paul Yang				X	
6. Johnathan Fuchs		X			
7. Natasha Signorelli		X			
8. Virginia Engel		X			
9. Stacey Lawrence			X		
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC on March 22, 2018.

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Steve E. Gettman		3-22-18
SSC Chairperson	Tracie Chavez		3.22.18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Turner - 0460

**ON-SITE ALLOCATION**

3010	Title I	\$50,235 *
7090	LCFF Supplemental & Concentration	\$203,363
7091	LCFF for English Learners	\$65,532
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$319,130</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,182
Remaining Title I funds are at the discretion of the School Site Council	\$49,053
Total Title I Allocation	\$50,235

## Turner Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	16.477	23.477
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.899	32.899
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	22.101	29.101

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

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

- Misalignment of ELA Intervention for TIER 1 and TIER 2
- ELA Lessons not addressing the (GVC) rigor of CCSS in reading and writing
- Inconsistent prescriptive English Language Arts interventions (addressing individual needs & how often)
- Lack of deep Academic Discourse Across Content Area
- Lack of Knowledge and Planning with ELD Standards to address language proficiency levels

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

- Misalignment of MATH Intervention for TIER 1 and TIER 2
- Do not have a MATH intervention plan for TIER 3
- MATH Lessons not addressing the (GVC) rigor and demands of CCSS
- Inconsistent prescriptive Mathematics interventions (addressing individual needs & how often)
- Lack of deep Academic Discourse Across Content Area
- Lack of Knowledge and Planning with ELD Standards to address language proficiency levels

##### EL Reclassification Rate (All grade levels)

- Lack of Knowledge and Planning with ELD Standards Part I and Part II to address language proficiency levels
- Lack of exposure to the demands of Listening, Speaking, Reading, and Writing Application on the

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

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

- Inconsistent Attendance and/or high number of tardies with SPED, African American, Hispanic/Latino, White
- Inconsistent Academic support for SPED and RSP students (RSP pull-out/push-in)
- External Social Factors (i.e. - Single Households, Displaced Families) with SPED, LTELs, ELLs, African American, Homeless and Foster Youth

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

- Inconsistent Attendance and/or high number of tardies with SPED, African American, Hispanic/Latino, White
- Inconsistent Academic support for SPED and RSP students (RSP pull-out/push-in)
- Disruptive Classroom Behaviors with African American, Homeless and Foster Youth

##### EL Reclassification Rate (All grade levels)

- Inconsistent Attendance and/or high number of tardies with Hispanic/Latino
- Inconsistent Academic support for SPED and RSP students (RSP pull-out/push-in)
- Inconsistent ELD Deployment instruction for LTELs in Upper grade (4th-6th)
- Late start (End of September) of ELD instruction for ELLs in Primary Grades (K-3rd)

ELPAC Assessments

- Lack of Interpretation of CELDT/ELPAC data to impact instruction

**Step 2:** 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:

- Outreach support (Training on CCSS in ELA/MATH)
- Increase School-wide Intervention Plan for All subgroups (Personnel and Time)
- Provide parent resources to increase literacy and math skills at home
- Continue to keep parents updated on current data
- Inform parents when students are falling behind (improve communication with teachers and parents)

**2** ELAC:

- Outreach support (Training on CCSS in ELA/MATH)
- Increase School-wide Intervention Plan for All subgroups (Personnel and Time)
- Provide parent resources to increase literacy and math skills at home
- Continue to keep parents updated on current data
- Inform parents when students are falling behind (improve communication with teachers and parents)

**3** Staff:

- Parent community literacy/math night
- Parent University
- Hire additional support staff (teaching fellows or paraprofessionals) for RTI
- Utilize IPG in planning for MATH and ELA
- Need PL in Writing Workshop / Process
- Targeted Interventions for ELA and Math
- Ongoing Common Formative Assessments
- Data tracking of all students (excel)
- Math Facts Application Software

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Actions funded during 2017-2018 school year: Home School Liaison (Spanish), Paraprofessional Instructional Assistant and Materials/Supplies. Each was effective in support of student achievement.
- Changes planned for 2018-2019 school year: 1 Additional Home School Liaison to service Hmong families and Teaching Fellows

## Action 1

**Title:** English Language Arts Intervention Plan for 3rd-6th Grades

**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 based on SBAC, KAIG, BAS, DRP, Illuminate, and Quarterly Common Formative Assessments (CFAs).

Turner Elementary will implement an academic Response to Intervention within our school to ensure that all students receive a prescriptive intervention plan by Grade Level Accountable Community Teams, utilizing a Certificated Tutor, Paraprofessionals, a Resource Counseling Assistant and/or Teacher on Special Assignment to continually improve ELA/Literacy instruction at each level of intervention in order to ensure that students make continuous progress and are able to demonstrate mastery of Common Core State Standards in ELA.



Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

- SBAC Results from 2017-2018
- District CFA ELA Interim Assessments
- Grade Level Common Formative Assessments
- IPG Data Reports: Literacy
- Classroom Goal Setting
- Data Chats
- DRP
- BAS
- KAIG

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

- ELA Guaranteed and Viable Curriculum Resources and Materials
- Tablets for use of online resources
- Certificated Tutor to support Academic Response to Intervention (Tier 1 & 2) in Reading, Writing, Comprehension and Foundational Skills (2nd-4th Grades) targeting SPED, ELLs, LTELs, African American, Homeless and Foster Youth
- Teaching Fellows to support Academic Response to Intervention (Tier 1 & 2) in Reading, Writing, Comprehension and Foundational Skills (2nd-4th Grades) targeting SPED, ELLs, LTELs, African American, Homeless and Foster Youth
- Certificated Tutor and/or Certificated Teachers to support after-school Accelerated Intervention in Reading, Writing and Comprehension targeting ELLs, LTELs, African American, Homeless and Foster Youth (Tier 2 & 3)
- Paraprofessionals to support small group classroom instruction and/or RTI (Tier 1 and Tier 2) in Reading, Writing, Comprehension, and Foundational Skills targeting SPED, ELLs, African American, Homeless and Foster Youth in Grades PreK, TK, Kindergarten, and First Grade.
- Home School Laison
- Supplementary contracts for Certificated and Classified ( Planning, Tutoring, Language Team)
- Substitutes for monthly Student Study Team meetings, PL, & Language Team Meetings
- Substitutes for teacher planning and/or peer observations
- TSA to monitor progress of Response to Intervention
- TSA to provide Instructional Coaching Cycles for 2nd-6th Grades (Plan, Co-teach, Reflect)
- Other materials and supplies that support instruction including, but not limited to, graphics & technology
- Translators in Hmong and American Sign Language (ASL)
- Direct Maintenance and Repairs

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

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

#### Owner(s):

- Teachers
- Students
- AC Team
- Lead Teachers
- Administration
- Teacher on Special Assignment

#### Timeline:

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

#### Specify enhanced services for EL students:

- Designated & Integrated ELD
- Explicit instruction on Academic Discourse
- Explicit instruction on Language Analysis

#### Describe Professional Learning related to this action:

- Backwards mapping of ELA Standards
- Data Analysis and Action Planning by teacher, Grade Level and School-wide
- Illuminate and SBAC Test Development

- and Parent Teacher Conferences)
- Interpreters for Parent Meetings (Spanish, Hmong, and ASL)

- CFA Development
- Technology to support literacy instruction
- Learn By Doing
- Making Thinking Visible
- SBAC Digital Library and Interim Training

## Action 2

**Title:** Mathematics Intervention Plan for Kindergarten-6th Grade

### Action Details:

*Turner Elementary will provide comprehensive balanced mathematical instruction aligned to the Common Core State Standards with an emphasis on mathematical conceptual understanding that embed the eight mathematical practices and procedural skills in order to support working towards a greater focus on coherence and rigor. Particular attention will be placed on Math Practice 1 ("Make sense of problems and persevere in solving them"). Student learning and supports will center on professional learning, with Accountable Community Teams as the drivers, the use of Common Formative Assessments, Performance Tasks, and RTI for identified student needs.*

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

### Explain the Progress Monitoring and data used for this Action

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

- SBAC Results from 2017-2018
- District Math CFA Interim Assessments
- Grade Level Common Formative Assessments
- Quarterly Math Results on KAIG
- Classroom goal setting
- IPG Data Reports: Mathematics
- Data Chats

#### Owner(s):

- Teachers
- Students
- AC Teams
- Lead Teachers
- Administration
- Teacher on Special Assignment

#### Timeline:

- Daily checking for understanding
- Common Formative Assessments (Minimum of 1-2 per Quarter)
- GoMath Weekly, Quarterly and End-of-Chapter Assessments
- District Interim Assessments
- Quarterly KAIG Assessments

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

- Math Guaranteed & Viable Curriculum Resources and Materials
- Tablets for use of online resources
- Certificated Tutor and Teaching Fellows to support Mathematics Response to Intervention (Tier 1 & 2) in 2nd-4th Grades targeting SPED, ELLs, LTELs, African American, Homeless and Foster Youth
- Certificated Tutor and/or Certificated Teachers to support after-school Accelerated Intervention in Mathematics targeting ELLs, LTELs, African American, Homeless and Foster Youth (Tier 2 & 3)
- Paraprofessionals to support small group classroom instruction and/or RTI (Tier 1 and Tier 2) in Math Concepts and Math Skills targeting SPED, ELLs, African American, Homeless and Foster Youth in Kindergarten and First Grade.
- Home School Liaison

#### Specify enhanced services for EL students:

- Designated & Integrated ELD with Math Content
- Academic Discourse in Math Content
- Visual Supports
- Math Tools

- Blended Learning/Differentiated Response to Intervention
- Supplementary contracts for Certificated and Classified ( Planning, Tutoring, Language Team)
- Substitutes for monthly Student Study Team meetings, PL, & Language Team Meetings
- Substitutes for teacher planning and/or peer observations
- TSA to monitor progress of Response to Intervention
- TSA to provide Instructional Coaching Cycles for 2nd-6th Grades (Plan, Co-teach, Reflect)
- Other materials and supplies that support instruction including, but not limited to, graphics & technology
- Translators in Hmong and American Sign Language (ASL)
- Direct Maintenance and Repairs

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

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

**Describe Professional Learning related to this action:**

- Backwards mapping of Math Standards
- Data Analysis and Action Planning by teacher, Grade Level and School-wide
- Illuminate and SBAC Test Development
- CFA Development
- Technology to support math instruction
- SBAC Digital Library and Interim Training

### Action 3

**Title:** ELD Instructional Plan for Kindergarten - 6th Grade

**Action Details:**

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

<b>Reasoning for using this action:</b> <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**

- ELPAC Results from 2017-2018
- Degrees of Reading Power
- Benchmark Assessment Systems
- Kindergarten Assessment of Individual Growth
- District CFA ELA Interim Assessments
- Grade Level Common Formative Assessments
- ELPAC Goal Setting and Data Chats
- Number and percentage of Long Term English Learners (LTEL)
- Atlas English Learner Redesignation Goal Setting Report
- Atlas CELDT / ELPAC Progress Report
- IPG Data Reports: Literacy and Mathematics

**Owner(s):**

- Teachers
- Students
- AC Teams
- Lead Teachers
- Administration
- Teacher on Special Assignment
- Department of EL Services

**Timeline:**

- Daily
- Weekly
- Quarterly Benchmarks

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

- ELPAC Assessors
- ELA/ELD Guaranteed and Viable Curriculum Resources and Materials
- Tablets for use of online resources
- Certificated Tutor to support Academic Response to Intervention (Tier 1 & 2) in Speaking, Reading, Writing, Vocabulary, Comprehension and Foundational Skills (2nd-4th Grades) targeting SPED, ELLs, LTELs, African American, Homeless and Foster Youth
- Teaching Fellows to support Academic Response to Intervention (Tier 1 & 2) in Speaking, Reading, Writing, Vocabulary, Comprehension and Foundational Skills (2nd-4th Grades) targeting SPED, ELLs, LTELs, African American, Homeless and Foster Youth
- Certificated Tutor and/or Certificated Teachers to support after-school Accelerated Intervention in Speaking, Reading, Writing, Vocabulary and Comprehension targeting ELLs, LTELs, African American, Homeless and Foster Youth (Tier 2 & 3)
- Paraprofessionals to support small group classroom instruction and/or RTI (Tier 1 and Tier 2) in Speaking, Reading, Writing, Vocabulary, Comprehension, and Foundational Skills targeting SPED, ELLs, African American, Homeless and Foster Youth in Kindergarten and First Grade
- Home School Liaison
- Supplementary contracts for Certificated and Classified ( Planning, Tutoring, Language Team)
- Substitutes for monthly Student Study Team meetings, PL, & Language Team Meetings
- Substitutes for teacher planning and/or peer observations
- TSA to monitor progress of Response to Intervention
- TSA to provide Instructional Coaching Cycles for 2nd-6th Grades (Plan, Co-teach, Reflect)
- Other materials and supplies that support instruction including, but not limited to, graphics & technology
- Translators in Hmong and American Sign Language (ASL)
- Direct Maintenance and Repairs

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

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

**Specify enhanced services for EL students:**

- ELPAC
- INTERIM
- DRP
- BAS
- KAIG

**Describe Professional Learning related to this action:**

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

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplementary Contracts for After school Tutoring and/or Teacher Planning	12,940.00
G1A1	Title 1 Basic	Parent Participation	Clis Sup-Ext			Translators	3,906.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting, Title 1 Parent Involvement	6,722.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Clis Sup-Reg	Liaison, Home/School Spanish	0.4375		12,758.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Clis Sup-Reg	Liaison, Home/School Hmong	0.4375	Home School Liaison Hmong (New Hire)	13,909.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		20,651.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes for SST, ELPAC CHATS, Language Teams, Progress Monitoring	8,786.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplementary Contracts for After school Tutoring and/or Teacher Planning	8,999.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,922.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material, Supplies and Resources for General Education	29,650.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology (Upgrade of current and additional technology)	19,004.00
G1A1	Sup & Conc	Instruction	Local Mileag			: Mileage (Office Staff)	1,500.00
G1A1	Sup & Conc	Instruction	Copier Maint			Direct Maintenance Copy Machine	4,253.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.7500		96,929.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		27,536.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		1,652.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,500.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.2500		32,308.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent Participation and Engagement	536.00

**\$315,461.00**

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

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	98.087	100

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>• Athletics - Ineligible due to grades, behavior and/or attendance, enrollment date</li> <li>• Activities - Family obligations and/or Lack of transportation for students to attend after-school activities, events or athletics</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>• Language Barrier (i.e.- communication gaps) with parents of English Language Learners and Long Term English Language Learners</li> <li>• Socioeconomic Disadvantages (i.e. - lack of necessary resources, monies to purchase warm clothes or sleeping bag for camp) with significant subgroups: ELLs, LTELS, SPED, African American, Homeless and Foster Youth</li> <li>• Attendance/Behavior/Grades with significant subgroups: African American, LTELs, Homeless and Foster Youth</li> <li>• Parent Beliefs (i.e.- cultural practices)</li> </ul>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>• Offer more opportunities for students on waiting list for Connection Clubs</li> <li>• Offer more opportunities for Community Connections (i.e. - Game Night, Movie Night, Vendor Night, McTeacher Night, School Carnival)</li> </ul>	<p><b>2</b> ELAC:</p> <ul style="list-style-type: none"> <li>• Offer more opportunities for students on waiting list for Connection Clubs</li> <li>• Offer more opportunities for Community Connections (i.e. - Game Night, Movie Night, Vendor Night, McTeacher Night, School Carnival)</li> </ul>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>• Parent Communication with weekly School Messenger and Information displayed on Electronic School Marquee</li> <li>• Proactive in communicating and collecting permission slips prior to deadline</li> </ul>
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**Action 1**

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

[Action Details:](#)

Turner Elementary will create and provide opportunities for students and staff to build positive relationships within a learning environment that are physically, intellectually, and emotionally safe. Students will demonstrate a sense of belonging that carries over into academics and the completion of High School. All students will be encouraged to participate bi-weekly in a broad range of Arts, Activities, and Athletics including Turner's Connection 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 After School Program. Supplementary pay contracts will be offered to Certificated and Classified Staff to instruct and supervise students participating in Connection Club activities throughout the 2018-2019 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).

Research states that students are more likely to succeed when they feel connected to the school. School connection is the belief by students that adults in the school care about their learning as well as about them as individuals. 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.

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

- Intentional effective feedback to students
- Feedback to teachers utilizing IPG Tenent 1
- 3:1 Ration of adult positive interactions with students
- Goal 2 Participation
- Social/Emotional and School Climate/Culture Data Analysis
- Class Meeting and SEL Lesson Verification
- Student Summit (School Connection Data)
- Office Referral Data
- Daily Attendance Rate

Owner(s):

- Teachers
- Students
- Restorative Practices Coach
- Resource Counseling Assistant
- Administration
- Teacher on Special Assignment
- Climate and Culture Team
- Classified Staff

Timeline:

- Daily
- Weekly
- Quarterly

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

- Certificated and Classified Supplemental Contacts for Goal 2 Activities and Participation in School wide Connection Clubs targeting SPED, LTELs, ELLs, African American, Homeless and Foster Youth
- Resources, materials and supplies that support Social/Emotional Learning and School/ Climate Culture
- Resource Counseling Assisstant
- Restorative Practices Coach
- Home School Liaison
- Teacher on Special Assignment
- Monthly and Quarterly Awards and Incentives
- Translators (Spanish, Hmong, ASL)
- Direct Maintenance and Repairs

Specify enhanced services for EL students:

- Translators (Spanish, Hmong, ASL)
- Bilingual Resources for parents of ELL students
- CVA Communications
- Home School Liaison
- Resource Counseling Assisstant
- Restorative Practices Coach

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

- Share Social Emotional Learning and School Climate/Culture Data at meetings (i.e. - Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Share Positive Behavior Strategies with parents to support students at home
- Home School Liaison
- Weekly School Messenger
- Weekly Notices and Information on Electronic School Marquee

Describe Professional Learning related to this action:

- Emotional Intelligence (EQ) Training for teachers
- Mindfulness Training
- Self Regulation Training
- Student Lead Community Building Circles
- Restorative Practices
- Safe and Civil Schools

- Translators for Parent Meetings (Spanish, Hmong, ASL)
- School-wide Assemblies
- Parent University

- Skillful Teacher (Feedback to Students)
- Learn By Doing (Chapter 5: Building the Collaborative Culture of a PLC)
- Making Thinking Visible
- First 20 Days of School (Fisher and Fry Article)
- First 10 Days Focused on Community Building - Emphasis on Growth Mind Set and Self-Efficacy
- Second Step
- Olweus Class Meetings
- CHAMPS and MAC Expectations
- Positive Discipline in the Classroom
- Community Building, Explicit SEL Instruction and Embedded Skills



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

**School Quality Review**

**School Level Dashboard**

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	100	100
Exposure to Careers - 4th Grade	98.438	100
Exposure to Careers - 6th Grade	100	100

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Exposure to Careers - 3rd Grade**

- Target met at 100%

**Exposure to Careers - 6th Grade**

- Target met at 100%

**Exposure to Careers - 4th Grade**

- Chronic absences on the selected day of learning experience
- Parents not meeting deadlines for permission slips
- Parents unable to attend with child (Tier 3 Behaviors)

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Exposure to Careers - 3rd Grade**

- Target met at 100%

**Exposure to Careers - 6th Grade**

- Target met at 100%

**Exposure to Careers - 4th Grade**

- Student illness or chronic absences (Subgroup: African American, Hispanic/Latino, White)
- Parent Beliefs (i.e. - cultural practices)
- Socioeconomic Disadvantages (i.e. - lack of necessary resources) with significant subgroup: ELLs, LTELs, African American, SPED, Homeless and Foster Youth

**Step 2:** 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:

- SSC members and stakeholders were please with current % of students participating in college and career experiences in 3rd, 4th, and 6th Grades

**2** ELAC:

- ELAC members and stakeholders were pleased with current % of students participating in college and career experiences in 3rd, 4th, and 6th Grades
- ELAC members expressed a desire to expand the opportunities for other grade levels not representing the data.

**3** Staff:

- Extend more opportunities for each grade level to participate in a career and/or college experience

## Action 1

**Title:** Career Opportunity Plan for 3rd, 4th, and 6th Grades

### Action Details:

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Turner Elementary will expose and engage students to a variety of career opportunities through field trips, on site learning experiences, career speakers, career fairs and research presentations.

**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

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- Atlas Student Engagement Entries
- Atlas Student Engagement Reports
- Goal 2 Participation Data Reports

#### Owner(s):

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- Goal 3 Office
- Administration
- Teachers
- Students
- TSA

#### Timeline:

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- Quarterly

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

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- Goal 2 Participation in Grades Transitional Kindergarten and K - 6th Grades targeting SPED, ELLs, LTELs, African American, Homeless and Foster Youth
- Tablets for use of online Research Presentations
- Other materials and supplies to support Career Opportunities and Career Research
- Other materials and supplies to support Career Opportunities, but not limited to, graphics and technology
- Guest Speakers and Parent Volunteers
- Translators (Spanish, Hmong ASL)

#### Specify enhanced services for EL students:

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- Engage in College and Career Readiness Opportunities using a wide range of tools including technology
- Participate in College and Career Readiness Opportunities, Activities and Lessons specific to Professional Goals (i.e. - Cal State Fire Station, Bricks for Kids, Tour Scandinavian Middle School, FCC Campus and CSUF, Young Chef's Academy, Fresno Philharmonic)

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

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- Share Goal 2 Participation Data to parents at meetings (i.e. - Coffee Hour, SSC, ELAC, SSTs, IEPs, Parent Teacher Conferences)
- Inform parents of Career Opportunities provided through fieldtrips and/or on site learning experiences
- Home School Liaison
- Weekly School Messenger
- Weekly Notices and Information on Electronic School Marquee
- Translators for Parent Meetings (Spanish, Hmong, ASL)
- School-wide Assemblies

#### Describe Professional Learning related to this action:

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- Technology to support Career Research

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

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	19.242	17.242
Suspensions Per 100	10.922	9.922

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Chronic Absenteeism</b></p> <ul style="list-style-type: none"> <li>• Majority of absences are not coded as H or J (health conditions)</li> <li>• Majority of absences are coded as an "I" (discretionary absence)</li> <li>• Students who are chronically absent have little or no medical documentation</li> <li>• Students who are chronically absent have shown patterns of chronic absenteeism</li> <li>• Parents elect to pull out siblings in older grades due to convenience</li> <li>• External social factors (i.e. - lack of transportation, inconsistent housing, homeless, financial stresses)</li> </ul> <p><b>Suspensions Per 100</b></p> <ul style="list-style-type: none"> <li>• Chronic behaviors in need of intensive interventions that site is not equipped to handle</li> <li>• Lack of Resources for Tier 3 Behaviors</li> <li>• Incidents often occur during non instruction time</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Chronic Absenteeism</b></p> <ul style="list-style-type: none"> <li>• Parent Discretionary</li> <li>• Lack of Transportation</li> <li>• Fragile Support system (i.e. -Homeless, transient)</li> <li>• Domestic Factors (Single Parent household, living conditions)</li> <li>• Socioeconomic Factors (financial social emotion and external stresses)</li> </ul> <p><b>Suspensions Per 100</b></p> <ul style="list-style-type: none"> <li>• Lack of Self Regulation</li> <li>• Lack of Executive Function</li> </ul>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>• SSC members and stakeholders were concerned with Chronic Absenteeism and Suspension Rate</li> <li>• Suggestion was to provide training for parents of children with Chronic Absences on Importance of Education</li> <li>• Concern of how to hold parents accountable to attend training provided by Child Welfare Attendance Specialist</li> </ul>	<p><b>2</b> ELAC:</p> <ul style="list-style-type: none"> <li>• ELAC members and stakeholders were concerned with Chronic Absenteeism and Suspension Rate</li> <li>• Suggestion was to provide training for parents of children with Chronic Absences on Importance of Education</li> <li>• Concern of how to hold parents accountable to attend training provided by Child Welfare Attendance Specialist</li> <li>• Offer parents incentives to attend informational meetings</li> </ul>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>• Parent accountability with chronic absenteeism and suspension rate</li> </ul>
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and/or trainings

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

- Actions funded during 2017-2018 school year: Home School Liaison (Spanish), Paraprofessional Instructional Assistant and Materials/Supplies. Each was effective in support of student achievement.
- Changes planned for 2018-2019 school year: 1 Additional Home School Liaison to service Hmong families and Teaching Fellows

**Action 1**

**Title:** Suspension and Chronic Absenteeism Plan

**Action Details:**

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

**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**

- ATLAS Attendance Report
- ATLAS Behavioral Report
- Site Referral Data
- CWA data collection and attendance conferences
- Student participation with Girl Power and Boys to Men for chronically absent and/or behavior students
- SQII data
- Goal 2 participation

**Owner(s):**

- Administration
- Office Manager
- Attendance Clerk
- Teachers
- Students
- Child Welfare Attendance Specialist
- Restorative Practices Coach
- Resource Guidance Counselor

**Timeline:**

- Daily
- Weekly
- Quarterly

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

- Certificated and Classified Supplementary Contracts for Goal 2 activities and clubs
- Certificated Substitutes for monthly Student Student Study Team Meetings
- Certificated Substitutes for Planning and Peer Observations
- Child Welfare Attendance Specialist to provide support with increasing school wide attendance and providing SEL targeting SPED, LTELs, ELLs, African American, Homeless & Foster Youth
- Resource Counseling Assistant to provide Academic and Social Emotional Learning support targeting

**Specify enhanced services for EL students:**

- Translators (Spanish, Hmong, American Sign Language)
- Bilingual Resources for parents of ELLs
- CWA communication
- School Psychologist
- Resource Counseling Assisstant
- Restorative Practices Coach

African American, Homeless and Foster Youth

- Restorative Practices Coach to provide Social Emotional Learning support targeting SPED, LTELs, ELLs, African American, Homeless and Foster Youth
- Teacher on Special Assignment to provide Academic and Social Emotional Learning support targeting SPED, LTELs, ELLs, African American, Homeless and Foster Youth
- School Psychologist to provide Counseling and Social Emotional Learning support targeting SPED, LTELs, ELLs, African American, Homeless and Foster Youth
- Other materials and supplies that support positive culture and climate & classroom instruction, but not limited to, graphics and technology
- Monthly and Quarterly Awards
- Translators
- Babysitting
- Direct maintenance and repairs

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

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

Describe Professional Learning related to this action:

- ATLAS data dashboard reports
- CWA data reports
- Safe and Civil School
- Olweus
- Second Step
- Restorative Practices

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0460 Turner Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instructional Supervision & Adm	CI&Tech-Sup			Supplementary Contracts for Office Manager, Office Assistant, NTAs	3,669.00

**\$3,669.00**

## 2018-2019 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-Supp			Teacher Supplementary Contracts for After school Tutoring and/or Teacher Planning	12,940.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Translators	3,906.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting, Title 1 Parent Involvement	6,722.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		12,758.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	Home School Liaison Hmong (New Hire)	13,909.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		20,651.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes for SST, ELPAC CHATS, Language Teams, Progress Monitoring	8,786.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplementary Contracts for After school Tutoring and/or Teacher Planning	8,999.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,922.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material, Supplies and Resources for General Education	29,650.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology (Upgrade of current and additional technology)	19,004.00
G1A1	Sup & Conc	Instruction	Local Mileag			: Mileage (Office Staff)	1,500.00
G1A1	Sup & Conc	Instruction	Copier Maint			Direct Maintenance Copy Machine	4,253.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.7500		96,929.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		27,536.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		1,652.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,500.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.2500		32,308.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent Participation and Engagement	536.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Supplementary Contracts for Office Manager, Office Assistant, NTAs	3,669.00

\$319,130.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$50,235.00
Sup & Conc	7090	\$203,363.00
LCFF: EL	7091	\$65,532.00
<b>Grand Total</b>		<b>\$319,130.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$315,461.00
G4 - All students will stay in school on target to graduate	\$3,669.00
<b>Grand Total</b>	<b>\$319,130.00</b>