



# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Turner Academy	39685850125369	May 15, 2024	June 18, 2024

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

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

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

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

This plan is being used by Turner Academy for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

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

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

To achieve this goal, our school ensures that all students will have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

**Strategies to Address Goal #1 for ESSA Compliance:**

Regularly review and align curriculum with state standards.

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

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

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

**Strategies to Address Goal #2 for ESSA Compliance:**

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

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

**Goal #3: Safe and Connected School Environment**

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

**Strategies to Address Goal #3 for ESSA Compliance:**

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

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

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

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

**Identification of Stakeholders:** The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Parents/guardians

School faculty and staff

**Communication Plan:** A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

Communication channels (e.g., newsletters, emails, school website, social media)

Meeting schedules and agendas

Opportunities for feedback and input

**Consultation Meetings:** Consultation meetings scheduled to gather input from various stakeholder groups include:

Parent and community forums

Faculty and staff meetings

**Data Review and Analysis:** Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

**Collaborative Planning Sessions:** Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:

Brainstorming and idea generation

Goal setting and action planning

Reviewing progress towards goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

School site council

District administration

Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

Data analysis

Stakeholder consultation

Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

## Resource Inequities

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

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

Areas of Need:

1-Additional learning tools to meet the needs of a diverse group of students with special needs, Resource: Learning materials designed for students with special needs

2-Additional teacher training and collaboration, Resource: PLC collaboration time, consultants

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Based on the needs assessment, we have identified the following area in RED that needs significant improvement based on a review of the California School Dashboard and local data. Suspensions of Students with Disabilities.

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

Referring to the Dashboard we have identified Suspension among Students with Disabilities are in the RED. To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented, as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Turner Academy aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

K-3 DIBELS Assessment

2nd-6th Grade STAR Scale Score

3rd-8th Grade ELA iReady Universal Screener

3rd-8th Grade CAASPP English Language Arts

This targeted improvement will contribute to the overall academic growth and success of our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Based on a comprehensive review of the ELA needs assessment and disaggregated data from the below listed assessments, there are several areas that emerged that require significant improvement. Specifically, we have identified that 100% of our school population did not meet standards and notable performance gaps among student groups on Dashboard indicators such as Students with Disabilities and Socioeconomically Disadvantaged.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd - 8th CAASPP ELA Assessment

The 2023 California Dashboard: ELA

The 2023-2024 2nd - 8th iReady MOY ELA Assessment

The 2023-2024 K-3 MOY DIBELS Assessment

The 2023-2024 2nd-8th MOY Reading Inventory (RI) Assessment

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 0% of kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 5% of kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. Grade K to 3 - 5%.
2023 California Dashboard: ELA	The ALL-student group as demonstrated on the 2023 CA Dashboard report scored 142.6 points below standard.	The ALL-Student group as demonstrated on the 2024 CA Dashboard report will increase by 25 points towards standard.
2023-2024 2nd-8th iReady MOY ELA Assessment	During the 2024 school year, 0% of 2nd-8th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 5% of 2nd-8th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA
3rd-8th Grade CAASPP English Language Arts	During the 2022-2023 school year, 0% of 3rd-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 5% of 3rd-8th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.
2023-2024 2-8 MOY Reading Inventory (RI) Assessment	During the 2023-2024 school year, 0% of 2nd-8th grade students scored proficient on the Middle of the Year Reading Inventory.	During the 2024-2025 school year, 5% of 2nd-8th grade students will score proficient on the Middle of the Year Reading Inventory.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Grant Funded Literacy Teacher  As a school literacy grant-funded teacher, the primary responsibility is to implement literacy programs and interventions funded by the grant within the school. This includes designing and delivering targeted instruction to improve reading and writing skills among students. They will collaborate with other teachers and literacy specialists to assess student needs, develop curriculum, and monitor progress. Additionally, they may be involved in organizing professional development opportunities for staff to enhance their literacy instruction skills. Their role also involves collecting data and reporting on the effectiveness of the literacy programs to ensure compliance with grant requirements and to inform future initiatives.	All Students	0  1900 Other Cert Salaries LCRSET Funded
1.2	MTSS Data Conferences and Analysis  Provide time cards for teachers and paraprofessionals to:	All Students	0  Comprehensive Support and Improvement 1120 Teacher Temp

	Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.		See CSI 6.5 for Certificated Timecard Funding 0 Title I 2120 Para Temp See CSI 5.1 for Paraprofessional Timecard Funding
1.3	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies  Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.  AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	All Students	2000.00 Title I 5875 Technology Licenses NewsELA, Mystery Science, Prodigy Math, Moby Max, Scholastic 1,271.00 Title I 4300 Materials AVID Supplies

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard	3-8 grade students will be 150 points below standard	Students scored 142.6 points below standard. This is an increase of 34.2 points from the previous year.

### Analysis

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

Students (K-6) at grade level increased by 9% and students two grade levels below decreased by 11%. Students (8th) while continue to score in the 3 or more grade levels behind, has increased the reading inventory score by 4%, for the 7th grade students, most students saw a decline in points (-11 to -56).

Student IEP goal data shows growth on work production and knowledge/understanding.

CA Dashboard shows that students are now 142.6 points below standard (an increase of 34.2 points).



It was through the ongoing implementation MTSS which uses common and reliable data to provide academic and social and emotional learning opportunities that are culturally responsive and differentiated to meet the learning needs of all students that Turner Academy showed an increase of 34.2 points in the 3-8 CAASPP.

Turner Academy met and exceeded the goal to increase ELA CAASPP scores to 150 points away from standard. During the school year site staff utilized MTSS collaboration opportunities to discuss student data and evidence based instructional practices to implement. In addition, the school library was updated to current high interest, varied reading levels including bilingual reading options.

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

The difference was moving funds from the previously pre-allocated budget of books/supplies to certificated and classified timecards for MTSS collaboration and data conferences.

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

Interventions and differentiation will continue to align with the MTSS model of support in the area of English Language Arts. The Turner site team will continue to closely monitor data to determine appropriate goals, student needs, and instructional practices. The ongoing supports and needed changes will be reflected in the 2024-25 SPSA Goal 1: English Language Arts Goals and Strategies

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Mathematics

By March 31, 2025, with an implementation of Multi-Tiered System of Support (MTSS), Turner Academy will show a 3% increase in proficiency on the following common diagnostic measures:

3rd-8th Grade CAASPP Mathematics  
K- 8th Grade Mathematics iReady Universal Screener

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Based on a comprehensive review of the Mathematics needs assessment and disaggregated data from the below listed assessments, there are several areas that emerged that require significant improvement. Specifically, we have identified that 100% of our school population did not meet standards and notable performance gaps among student groups on Dashboard indicators such as Students with Disabilities and Socioeconomically Disadvantaged.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd-6th CAASPP Math Assessment

The 2023 California Dashboard: Mathematics

The 2023-2024 K-6th grade iReady MOY Mathematics Assessment

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-8th Grade CAASPP Math	During the 2022-23 school year, 0% of 3rd-8th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math	During the 2023-24 school year, 3rd-8th grade students will increase their iReady math scores by an average of 10 points and will decrease the amount below standard by 15 points on the CAASPP Assessments in Math.
2nd-8th iReady MOY Math Assessment	Students (7th/8th) increased their i-Ready scores by an average of 8.2 points. Students (K-6) increased their overall placement for students on grade level by 7% and students one grade level below increased from 17% to 29% (12% increase). Students two grade	During the 2024-25 school year, 12% of 2nd-8th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math.

	levels below decreased from 42% to 36%, and students three or more grade levels below decreased from 42% to 29% (13% increase).	
California Dashboard: Math	CA Dashboard shows students increased their overall score from 194.8 points below standard to 193.1 points below standard.	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 10 points towards standard.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	All Students	<p>0 Title I 1150 Teacher Sub See ELA 1.2</p> <p>0 Title I 1120 Teacher Temp See ELA 1.2 for funding</p>
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>0 Title I 5875 Technology Licenses See ELA 1.3 for funding</p> <p>0 Title I 4300 Materials See ELA 1.3 for funding</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

**Annual Measurable Outcomes**

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023 CA Dashboard	3-8 graders will be 170 points below standard	Students (7th/8th) increased their i-Ready scores by an average of 8.2 points. Students (K-6) increased their overall placement for students on grade level by 7% and students one grade level below increased from 17% to 29% (12% increase). Students two grade levels below decreased from 42% to 36%, and students three or more grade levels below decreased from 42% to 29% (13% increase).  CA Dashboard shows students increased their overall score from 194.8 points below standard to 193.1 points below standard.

**Analysis**

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

It was through the ongoing implementation of MTSS which uses valid data to provide academic and social emotional instruction that is culturally responsive and differentiation to meet the needs of all students that contributed to Turner Academy showing an increase in overall mathematic proficiency. Turner Academy did not meet the expected metric goal. During the school year site staff utilized MTSS collaboration opportunities to discuss student data and evidence based instructional practices to implement. In addition, the school purchased STEAM materials, and are exploring additional math technology licenses.

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

The difference was moving funds from the previously pre-allocated budget of books/supplies to certificated and classified timecards for MTSS collaboration and data conferences.

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

Interventions and differentiation will continue to align with the MTSS model of support in the area of Mathematics. The Turner site team will continue to closely monitor data to determine appropriate goals, student needs, and instructional practices. The ongoing supports and needed changes will be reflected in the 2024-25 SPSA Goal 2: Mathematics Goals and Strategies

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision-making processes.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Climate and LCAP Survey	4 parents responded to the 2023-2024 Parent Climate and LCAP Survey	7 parents will respond to the 2024-2025 Parent Climate and LCAP Survey

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All	142.00 Title I: Parent Involvement 4325 Food For Meetings Open PO
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various	All	0 Title I 4300 Materials See ELA for Funding

	channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements.		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Climate and LCAP Survey	7 parents will respond to the 2023-2024 Parent Climate and LCAP Survey	Fewer than 4 parents responded.

## Analysis

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

The strategies implemented included the distribution of Smore newsletters, reminder notices, emails, and phone calls. While these efforts yielded a modest turnout of four parents at the back-to-school night, there's been notable consistency in attendance at the School Site Council (SSC) meetings. These activities have effectively engaged stakeholders to varying degrees, showcasing a mix of successes and areas for potential improvement.

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

The intended implementation aligned closely with the actual execution, with no significant disparities between the planned strategies and their implementation. Additionally, the budgeted expenditures were well-aligned with the actual costs incurred, resulting in no material differences between the initial budget allocation and the expenditures needed to achieve the articulated goal.

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

Based on the analysis, we plan to enhance communication efforts by investing in materials and supplies aimed at facilitating better engagement with parents. This includes purchasing colored paper for school bulletins and expanding translation services for written communications sent home and during parent meetings. These adjustments are designed to foster stronger connections with parents and improve their involvement in school activities. These changes will be incorporated into the ongoing supports and necessary adjustments outlined in the 2024-25 SPSA under Goal 4: Parent Involvement Goals and Strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Professional Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Turner Academy will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework. In addition, provide students with educational and academic, behavioral, and social-emotional development opportunities to increase metrics rates.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

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

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

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

### Identified Need

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

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified Suspensions and notable performance gaps among student groups on Dashboard indicators such as Students with Disabilities and Socioeconomic Disadvantaged.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Trainings, Meetings, and PLCs	New Metric	95% of Certificated and Classified Staff will attend all PD, Meetings, and PLCs throughout the calendared work year.



## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Certificated and Paraprofessional Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <p>Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p>Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p>Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Site teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing,</p>	All	<p>2500.00 Title I 2120 Para Temp Paraeducator Time Cards 996.00 Title I 3000 Benefits Paraeducator time card benefits 0 Title I 1120 Teacher Temp See CSI 6.5 for Certificated Timecard Funding</p>



	<p>materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reading Inventory	75% of students will score far below basic on the end of the year 2021-2022 Reading Inventory.	<p>Students (7th/8th) increased their i-Ready scores by an average of 8.2 points.</p> <p>Students (K-6) increased their overall placement for students on grade level by 7% and students one grade level below increased from 17% to 29% (12% increase). Students two grade levels below decreased from 42% to 36%, and students three or more grade levels below decreased from 42% to 29% (13% increase).</p> <p>CA Dashboard shows students increased their overall score from 194.8 points below standard to 193.1 points below standard.</p>
i-Ready Math	For the 2021-2022 school year, 48% of students will complete between 2 and 5 lessons per week in i-Ready Math.	<p>Students (7th/8th) increased their i-Ready scores by an average of 8.2 points.</p> <p>Students (K-6) increased their overall placement for students on grade level by 7% and students one grade level below increased from 17% to 29% (12% increase). Students two grade levels below decreased from 42% to 36%, and students three or more grade levels below decreased from 42% to 29% (13% increase).</p> <p>CA Dashboard shows students increased their overall score from 194.8 points below standard to 193.1 points below standard.</p>

## Analysis

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

The overall implementation of strategies to achieve the articulated goal involved collaboration with district-provided and district-contracted ELA and math coaches. These coaches facilitated prescheduled meetings where the team collectively identified areas of instructional focus or intervention. Subsequently, the coaches visited the site to engage with the team either individually or as a group. During these sessions, they addressed specific needs and concerns, offering valuable insights and even modeling lessons when necessary. This approach fostered a helpful exchange of ideas and resources, enhancing the effectiveness of the instructional practices implemented to meet the goal.

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

There were no material differences between the intended implementation and the actual implementation.

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

The ongoing supports and needed changes will be reflected in the 2024-25 SPSA Goal 5: Professional Development Goals and Strategies. Turner will change the metrics for math data from Dream Box to i-Ready.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

**CSI**  
 The Comprehensive Support & Improvement CSI Goal is to enhance academic achievement and well-being outcomes for all students by implementing targeted interventions, fostering a positive school climate, and engaging stakeholders collaboratively. Through these efforts, we aim to ensure that every student reaches their full potential academically, socially, and emotionally. This goal and plan will be used to meet federal CSI planning requirements.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

### Identified Need

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

CDE CA Dashboard Data for the 2022-23 school year indicates that Turner Academy is in the Red in the following indicator for the following student groups: Suspension Rate among Students with Disabilities

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: ELA	Turner was 142.6 points below standard in ELA on the 2023 Dashboard	Turner will be 132.6 points below standard in ELA on the 2024 Dashboard
CA Dashboard: Math	Turner was 193.1 points below standard in Math on the 2023 Dashboard	Turner will be 183.1 points below standard in Math on the 2024 Dashboard
CA Dashboard: Chronic Absenteeism	Turner students were 44.8% chronically absent according to the 2023 Dashboard	Turner will decline their chronically absent students to 35% or lower according to the 2024 Dashboard
CA Dashboard: Suspension Rates	9.7% (Red) of Turner students were suspended 1 or more days according to the 2023 Dashboard	Turner will decrease their student suspension rate to 9.4% or less to obtain Orange according to the 2024 Dashboard

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	20,000.00 Comprehensive Support and Improvement 5220 Conference Professional Development & Conferences based on SEL, Trauma Informed Teaching, Behavior & Conduct Disorders, Legally Defensible IEP
1.2	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	All	10,000.00 Comprehensive Support and Improvement 5800 Prof and Operating/Consultants Guest Speakers/Assemblies

1.3	<p>Technology Supporting Core and SEL Instruction:</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p>	All	<p>500.00</p> <p>Comprehensive Support and Improvement 4375 Technology (under \$500) Classroom Printer</p>
1.4	<p>Library Books - high interest, varied reading levels, including SEL supplemental reading books.</p> <p>Access to Resources: Increase the availability of reading materials, providing students with more options to explore various subjects and interests.</p> <p>Supporting Literacy: Books are fundamental tools for literacy development. Invest in a diverse range of books, educators can support students in improving their reading skills, vocabulary, and comprehension.</p> <p>Promoting Learning: A well-stocked library encourages curiosity and a love for learning. When students have access to engaging books, they are more likely to spend time reading, which can enhance their academic performance across subjects.</p> <p>Meeting Curriculum Needs: Library books will supplement classroom instruction and align with the school curriculum. Purchasing books that relate to topics being studied in class allows students to delve deeper into subjects and reinforces learning outside the classroom.</p> <p>Fostering Equity: Invest in library books, particularly those that reflect diverse cultures and perspectives, schools promote equity by ensuring all students have access to quality reading materials regardless of their background.</p> <p>Boosting Confidence and Engagement: When students have access to a variety of books that cater to their interests and reading levels, they are more likely to engage with reading and feel confident in their abilities. This increased engagement can lead to higher academic achievement and a greater sense of empowerment.</p>	All	<p>7,002.00</p> <p>Comprehensive Support and Improvement 4200 Books Library Books</p>
1.5	<p>Site-Based MTSS Collaboration</p> <p>ollaborate with certificated staff for best practices in literacy, mathematic, SEL, and behavior support intervention strategies.</p>	All	<p>10,000.00</p> <p>Comprehensive Support and Improvement 1120 Teacher Temp Certificated timecards 2,498.00 Comprehensive Support and Improvement 3000 Benefits Certificated timecard benefits</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

**Annual Measurable Outcomes**

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023 CA Dashboard	Based on the 2023 CA Dashboard, Turner Academy will be 150 points below grade level in ELA and 170 points below grade level in mathematics.	Based on the 2023 CA Dashboard, Turner Academy is 142.6 points below grade level in ELA and 193.1 points below grade level in mathematics.

**Analysis**

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

The strategies implemented to achieve the articulated goal encompassed on-campus study trips, STEAM/STEM activities, technological integration, and teacher collaboration. These efforts yielded significant outcomes, with notable increases in student engagement observed. Teachers were afforded valuable time to develop and plan lessons focused on real-life problems and situations, adopting a more life skills-oriented approach that resonated positively with students.

Quantitatively, the results were promising, with a 9% increase in students performing at grade level and an 11% decrease in students performing two grade levels below. However, challenges persisted for 8th-grade students, who continued to score three or more grade levels behind in reading. Despite this, there was a noteworthy 4% increase in reading inventory scores for this cohort.

Furthermore, student Individualized Education Program (IEP) data demonstrated growth in work production and knowledge/understanding, indicating progress in meeting individual learning goals. However, the California Dashboard revealed a nuanced picture, with students remaining 142.6 points below the standard, representing a 34.2-point increase. Although the overall score improved slightly from 194.8 points below standard to 193.1 points below standard, it underscores the need for continued efforts to narrow this gap and enhance student achievement.

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

A significant difference between the intended implementation and the budgeted expenditures occurred with the allocation of an additional \$50,000 in Comprehensive Support and Improvement (CSI) funding to the school site after the start of the 23-24 school year. Turner used this funding to enrich the implementation strategies, incorporating STEAM purchases, library updates, increased funding for Multi-Tiered Systems of Support (MTSS) timecards, and the acquisition of updated Promethean boards. These enhancements aimed to provide students with expanded learning opportunities and resources beyond the initially budgeted allocations.

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

The ongoing supports and needed changes will be reflected in the 2024-25 SPSA Goal 6: CSI Goals and Strategies

# Goals, Strategies, & Proposed Expenditures

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

## Budget Summary

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

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$6,909.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$56,909.00
Total Federal Funds Provided to the School from the LEA for CSI	\$50,000

### Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$6,767.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$6,767.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Comprehensive Support and Improvement	\$50,000.00
Title I: Parent Involvement	\$142.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$50,142.00

Total of federal, state, and/or local funds for this school: \$56,909.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
	0.00
Comprehensive Support and Improvement	50,000.00
Title I	6,767.00
Title I: Parent Involvement	142.00

### Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	10,000.00
1150 Teacher Sub	0.00
1900 Other Cert Salaries	0.00
2120 Para Temp	2,500.00
3000 Benefits	3,494.00
4200 Books	7,002.00
4300 Materials	1,271.00
4325 Food For Meetings	142.00
4375 Technology (under \$500)	500.00
5220 Conference	20,000.00
5800 Prof and Operating/Consultants	10,000.00
5875 Technology Licenses	2,000.00

### Expenditures by Budget Reference and Funding Source



Budget Reference	Funding Source	Amount
1900 Other Cert Salaries		0.00
1120 Teacher Temp	Comprehensive Support and Improvement	10,000.00
3000 Benefits	Comprehensive Support and Improvement	2,498.00
4200 Books	Comprehensive Support and Improvement	7,002.00
4375 Technology (under \$500)	Comprehensive Support and Improvement	500.00
5220 Conference	Comprehensive Support and Improvement	20,000.00
5800 Prof and Operating/Consultants	Comprehensive Support and Improvement	10,000.00
1120 Teacher Temp	Title I	0.00
1150 Teacher Sub	Title I	0.00
2120 Para Temp	Title I	2,500.00
3000 Benefits	Title I	996.00
4300 Materials	Title I	1,271.00
5875 Technology Licenses	Title I	2,000.00
4325 Food For Meetings	Title I: Parent Involvement	142.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,271.00
Goal 2	0.00
Goal 3	142.00
Goal 4	3,496.00
Goal 5	50,000.00

# School Site Council Membership

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

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

Name of Members	Role
Erin Guthrie	Principal
Sara Walter	Other School Staff
Alexis Martinez	Classroom Teacher
Karen Irwin	Parent or Community Member
Amber West-Valdez	Parent or Community Member
Jenavie Figueroa	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on April 25, 2024.

Attested:



Principal, Erin Guthrie on 5/15/2024

SSC Chairperson, Sara Walter on 5/15/2024