

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

<b>School Name</b>	Turner Academy at Tokay Colony
<b>Address</b>	13520 East Live Oak Road Lodi, CA 95240-9309
<b>County-District-School (CDS) Code</b>	39685850125369
<b>Principal</b>	Robin Suttle
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	9/27/2021
<b>Schoolsite Council (SSC) Approval Date</b>	10/28/2021
<b>Local Board Approval Date</b>	12/14/2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## MISSION

Turner Academy's mission is to work with students in collaboration with family, caretakers and the community to assist them in developing coping skills., changing behaviors and achieving academic standards in order to realize their potential.

## VISION

At Turner Academy all of our professional staff are committed to creating a positive, safe learning environment free of prejudices, enabling our students to realize their full academic and social potential.

# Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## Schoolwide Program

The purpose of this plan is for Turner Academy to decrease its chronic absenteeism rate.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41527, and 64002 and the federal Elementary and Secondary Education Act (ESEA) requires each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

# School Profile

Based on the current School and Student performance data on the CA School Dashboard, Turner Academy had a total enrollment of 29 students. Of those 29 students, 75.9% are socioeconomically disadvantaged and 6.9% are foster youth, 6.9% are English Learners, and . 100% of the students are identified as students with special needs.

Turner Academy is a K-8th grade school whose main focus is to help students with significant behavioral and emotional issues succeed academically and socially. All of our students have Individualized Education Plans (IEPs) and Behavior Intervention Plans (BIPs). The curriculum is district adopted and our main academic priority is to help students realize and strive to meet their potential. Students are placed at Turner Academy because they were not able to access their education at a comprehensive educational site due to their behavior requiring a more intensive setting.

We utilize district-adopted core curriculum to our students access grade level materials while scaffolding instruction to help them gain the fundamentals they may be missing in their education.

The behavior change program at Turner Academy is multifaceted. It incorporates objective data collection and observation into a behavior reinforcement system. The behavior change program at Turner Academy runs concurrently with the academic program. Students earn points on a period basis in five categories:

Academic effort

Social Interactions

Staff requests / Redirection

IEP Behavior Goals

All of the faculty, staff and administration work together to build positive relationships with students and each other, which helps the entire school community grow and maintain a positive school culture. Through modeling positive social skills and maintaining mutual respect , our students are exposed to the fundamentals of relationship building; skills necessary to being able to work as part of the larger community.

Our students receive group and individual therapy as part of the program. We have two full time mental health clinicians as well as a school psychologist three days a week that work with students in providing educationally related mental health services.

We track student academic and behavioral progress individually. This is accomplished through analyzing standardized state testing, evaluation of meeting IEP goals, behavioral data tracking and academic growth via district benchmarks and report cards.

## Stakeholder Involvement

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

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

Parents attend back to school night, parent meetings, phone calls, text and email messages

## Resource Inequities

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

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

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 1

English Language Arts: Decrease the number of points below standard for all students 3rd-8th grades from 124.4 to 115 based on 2019 Fall Dashboard.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA SBA Assessment	9.4 points decrease in point below standard on ELA SBAC for 3-8 grade students	Due to COVID -19, ELA SBAC data through the 2020 Fall dashboard was not available.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1.1 Identify the struggling readers in 3rd-8th grade with the Reading Inventory and district benchmark results. Provide reading intervention to identified students in grades 3-8.</p> <p>Monitor and evaluate ELA Individual Education Plan (IEP) goals and objectives, determine if goals and objectives are being met.</p>	<p>Due to COVID -19, students did not take the district benchmarks. The Reading Inventory was administered. IEP goals relative to ELA were monitored and evaluated through the IEP process to determine if goals and objectives were being met.</p>	<p>5800 Prof and Operating/Consultants LCFF</p>	<p>5800 Prof and Operating/Consultants LCFF</p>
<p>ELA 1.2 Teachers will identify resources needed to assist their students in improving their literacy skills. Literacy materials, study trips, and hands on activities to increase student learning.</p> <p>Monitor and evaluate students' academic performance on district benchmarks and Reading Inventory. Conduct walkthroughs to ensure</p>	<p>Through staff input, teachers identified that students were in need of more diverse library books as well as sets of books for guided reading. Literacy materials were purchased with the intent of increasing access to literature, provide students with books at their reading levels, and provide teachers with sets of books to conduct leveled reading groups. Classroom visual timers</p>	<p>Literacy Materials 4300 Materials Title I 9896</p> <p>Hands on experiences through study trips 5872 Field Trips Title I 1000</p>	<p>Literacy Materials 4300 Materials Title I 9043</p> <p>5872 Field Trips Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>supplemental materials are being used appropriately.</p>	<p>and individual student visual timers were purchased for each of our students to assist with time management , differentiation, and visual supports in learning. Students were not able to participate in field trips due to COVID-19 restrictions. Up until March 2021, students were participating in remote learning. Walkthroughs during remote learning took place and when students returned for in-person learning, regular walk-throughs were conducted to ensure supplemental materials were being used appropriately.</p>		
<p>ELA 1.3 Provide reading intervention to k-3 students struggling in reading.</p>	<p>Reading intervention to k-3 students struggling in reading were not provided due to COVID-19 remote learning. SIPPS consultant met with staff upon return to in-person learning to formulate a plan to receive training and implement SIPPS. SIPPS consultant and corresponding materials were funded through Central office Title One.</p>	<p>SIPPS Professional Development Consultant 5800 Prof and Operating/Consultants Title I</p>	<p>SIPPS Professional Development Consultant 5800 Prof and Operating/Consultants Title I</p>

## Analysis

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

Unable to determine if goal was met based on lack of data from 2020-2021  
 Due to COVID 19, the 2020 Fall Dashboard was not available to retrieve data pertaining to this goal. Therefore, it is not known if the goal was met. Through staff input, literacy materials were purchased to provide students with more options for independent and leveled reading. Students were able to access new literacy materials when they returned to in-person instruction in March 2021. Student IEPs were reviewed regularly and progress monitoring on individual IEP goals took place on a quarterly basis to ensure academic progress was being made. SIPPS consultation and teacher trainings took place when students returned to in-person instruction in March 2021. One teacher completed formal SIPPS training through the district. All three teachers attended PD provided by the site SIPPS consultant.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

According to the 2020-2021 Reading Inventory results, At the beginning of the year, 18% of students were proficient, 9% of students were below basic, and 73% of students were far below basic. At the end of the year, 18% of students were proficient and 82% of students were far below basic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to COVID-19, field trips were not allowed in the 2020-2021 school year. Therefore, the money allocated for field trips was not used.

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.

Changes made to this goal will include basing the 2021-2022 ELA goal off of Reading Inventory as this is a measure our staff and students are familiar with and utilize regularly. Turner Academy is utilizing a SIPPS consultant for the 2021-2022 school year and teachers not formally trained in SIPPS will be trained as well as receive focused training and consultation throughout the year based on their individual classroom needs. These changes will be found in goals as well as strategies / activities relative to ELA.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

Mathematics: Decrease the number of points below standard for all students 3rd-8th grades from 188.9 points to 178 points based on the Fall 2019 dashboard.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math SBA Assessment	10.9 points decrease in points below standard on Math SBAC for 3-8 grade students	Due to COVID-19, the Fall 2020 dashboard was not available.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math 2.1 Students will develop automaticity with math facts by practicing on the following programs: Fast Math and Timez Attack. Students in K-8th grade will use Dreambox Learning for 60 minutes per week to develop their conceptual understanding.</p> <p>Teachers will monitor student's progress by monitoring program data.</p>	Implemented as planned	District funded LCFF	

## Analysis

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

Goal Met.  
Dreambox learning and math fluency programs were utilized daily with students. Academic growth in the area of math fluency was measured through the IEP process as well as progress monitoring through the computer program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students utilized Dreambox Learning throughout remote learning as well as in person learning.



Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Math fluency programs are district funded.

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 current goal will continue into 2021-2022 however, Reflex has replaced the fast math program. Therefore, Reflex will be used moving forward.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

Turner Academy did not have any English Language Learners.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 3

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

Turner Academy will increase parent involvement at school meetings, Individualized Education Plan (IEP) meetings, parent classes, conferences, and other school events involving parents on campus.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in sheets for 2019 back to school night	10% increase	Due to COVID-19, parents were not allowed on campus.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Involvement 4.1 Increase communication by purchasing materials and supplies to communicate with parents, including colored paper for school bulletins as well as translation services through written communications that go home and parent meetings.	Due to COVID-19, parent were not allowed on campus during the 2021-2022 school year.	Materials and supplies 4300 Materials Title I: Parent Involvement 221.00	Materials and supplies 4300 Materials Title I: Parent Involvement 0

## Analysis

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

Goal not met.  
Due to COVID-19, parents were not allowed on campus.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19, parents were not allowed on campus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Tangible materials were not needed due to COVID-19 as parents were not allowed on campus and all home / school communication was done via email.

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.

Changes to the goal for the 2021-2022 school year include adding a virtual component as majority of our meetings are continuing to be held virtually due to ongoing pandemic.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 5

Provide professional development for teachers to learn strategies and techniques to meet the needs of students at Turner Academy in the following areas: English Language Arts, Math, Trauma informed teaching / learning, Positive Behavioral Support Systems, classroom management

STRATEGY: Provide professional development opportunities for teachers, including attending conferences related to the areas above.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2019 ELA SBAC Assessment	9.4 points decrease in point below standard on ELA SBAC for 3-8 grade students	Due to COVID-19, the Fall dashboard was not available to compare SBAC scores from 2019 to 2020.
2019 Math SBAC Assessment	10.9 points decrease in points below standard on Math SBAC for 3-8 grade students	Due to COVID-19, the Fall dashboard was not available to compare SBAC scores from 2019 to 2020.

### Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Development 5.1</p> <p>Provide professional development for teachers to learn strategies and techniques to address the needs of Turner Academy students in the following areas: language arts, math, classroom management, trauma informed teaching, differentiation, research based learning / teaching techniques for students with special needs</p> <p>Monitor and evaluate student's academic progress on district benchmarks and Reading Inventory. Monitor students' progress</p>	<p>Goal not implemented as planned. District coaches and centrally funded outside consultants were utilized during the school year for professional development.</p>	<p>Consultants and professional development presenters in the areas mentioned above 5800 Prof and Operating/Consultants Title I 2000</p>	<p>Consultants and professional development presenters in the areas mentioned above 5800 Prof and Operating/Consultants Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
towards meeting school goals 1 and 2			
<p>Professional Development 5.2</p> <p>Teachers will work with district English Language Arts, math, and technology coaches to improve their teaching practices and techniques. In addition, district coaches will be invited to present at staff meetings.</p> <p>Monitor and evaluate students' academic progress on district benchmarks and Reading inventory. Monitor students' progress towards meeting school goals 1 and 2</p>	Implemented as planned	District coaches LCFF	District coaches LCFF

## Analysis

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

Goal Not Met.

District coaches and centrally funded outside consultants were utilized during the 2020-2021 school year. Turner Academy did not contract with outside consultants during the 2020-2021 school year due to COVID-19.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers attended professional development regarding distance learning as well as how to meet the needs of students through virtual learning.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No money was spent in this area due to COVID-19 and virtual learning platforms. District coaches and centrally funded professional development was utilized in the areas mentioned above throughout the school year.

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.

Changes made to this goal will include annual measurable outcomes. SBAC assessment metrics will be changed to reading inventory scores as a basis for measuring outcomes.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 6

Turner Academy will move from the orange tier to the yellow tier in the areas of suspension rates for all students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2019 CA dashboard for suspension rates at Turner Academy	Based on the 2019 CA dashboard, Turner Academy is in the range tier for suspension rates of all students.	Due to COVID-19, the 202 Fall dashboard was not available. Therefore, data was not available.

## Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff will analyze behavioral management techniques in their classrooms, collaborate with other staff to meet behavioral needs of Turner Academy students	Implemented as planned	staff collaboration and revision of behavior plans as needed per the IEPs	staff collaboration and revision of behavior plans as needed per the IEPs

## Analysis

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

Unable to determine if goal was met due to lack of available data  
Due to COVID-19, the 2020 Fall dashboard was not available to retrieve data. However, through the planned actions / services, staff met virtually to address behavioral needs of students on an ongoing and as needed basis.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Staff met regularly to review IEPs, progress monitoring on behavioral IEP goals and made revisions as necessary. Staff met regularly to discuss behavior management as well as collaborate regarding behavioral issues as they arose.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A - no additional funds were allocated.

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.

No changes will be made to this goal. Turner Academy will continue to work collaboratively to meet the behavioral needs of the students we serve.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

English Language Arts: Based on the end of the year 2020-2021 Reading Inventory data, 82% of Turner Academy students are far below basic in ELA. By August 2022, the percentage of far below basic students will decrease from 82% to 75%, based on the end of the year Reading Inventory.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

2020-2021 Reading Inventory data was reviewed.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
End of the Year Reading Inventory	82% of students are far below basic in ELA	75% of students will be far below basic in ELA

### Planned Strategies/Activities

#### Strategy/Activity 1

ELA 1.1

Identify the struggling readers in 3rd-8th grade with the Reading Inventory. Provide reading intervention to identified students in grades 3-8.

Monitor and evaluate ELA Individual Education Plan (IEP) goals and objectives, determine if goals and objectives are being met.

#### Students to be Served by this Strategy/Activity

All students struggling in reading in grades 3-8.

#### Timeline

August 2021-June 2022

#### Person(s) Responsible

Teachers

#### Proposed Expenditures for this Strategy/Activity



## Strategy/Activity 2

ELA 1.2

Teachers will identify resources needed to assist their students in improving their literacy skills. Literacy materials, study trips, and hands on activities to increase student learning.

Monitor and evaluate students' academic performance on Reading Inventory. Conduct walkthroughs to ensure supplemental materials are being used appropriately.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021-June 2022

### Person(s) Responsible

Classroom Teachers and Principal

### Proposed Expenditures for this Strategy/Activity

Amount	7915
Source	Title I
Budget Reference	4300 Materials
Description	Literacy Materials
Amount	1000
Source	Title I
Budget Reference	5872 Field Trips
Description	Hands on experiences through study trips

## Strategy/Activity 3

ELA 1.3

Provide reading intervention to k-3 students struggling in reading.

### Students to be Served by this Strategy/Activity

Students struggling in k-3rd grades.

### Timeline

August 2021-June 2022

### Person(s) Responsible

Teachers and Principal

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	SIPPS Professional Development Consultant

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

Mathematics: In the 2020-2021 school year, 42% of students completed between 2 and 5 lessons per week on Dream box. For the 2021-2022 school year, 48% of students will complete between 2 and 5 lessons per week in Dream Box.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

Students require adaptive curriculum based on their unique learning needs. Dream Box adapts to the student's levels and creates an individualized tool for learning and mastering mathematical concepts.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dream Box	In the 2020-2021 school year, 42% of students completed between 2 and 5 lessons per week on Dream box.	For the 2021-2022 school year, 48% of students will complete between 2 and 5 lessons per week in Dream Box.

### Planned Strategies/Activities

#### Strategy/Activity 1

Math 2.1

Students will develop automaticity with math facts by practicing on the following programs: Reflex and Timez Attack. Students in K-8th grade will use Dreambox Learning for 60 minutes per week to develop their conceptual understanding.

Teachers will monitor student's progress by monitoring program data.

#### Students to be Served by this Strategy/Activity

All students K-8th

#### Timeline

August 2021-June 2022

#### Person(s) Responsible

Principal and Classroom Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	LCFF
<b>Description</b>	District funded

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Language Learners

### Goal Statement

Turner Academy does not have any English language learners at this time.

### LCAP Goal

A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

### Basis for this Goal

Per 2021 Aeries enrollment, Turner Academy does not have any students designated as English Language Learners therefore a goal will not be developed in this area.

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

Turner Academy will increase parent involvement at school meetings, Individualized Education Plan (IEP) meetings, parent classes, conferences, and other school events involving parents on campus. Four parents will respond to the 2021-2022 Parent Climate and LCAP Survey

### LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LCAP Goal B)

### Basis for this Goal

Staff observation at school events / meetings, response rate from district parent survey

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Climate and LCAP Survey	One parent responded to the 2020-2021 Parent Climate and LCAP Survey	Four parents will respond to the 2021-2022 Parent Climate and LCAP Survey

### Planned Strategies/Activities

#### Strategy/Activity 1

Parent Involvement 4.1

Increase communication by purchasing materials and supplies to communicate with parents, including colored paper for school bulletins as well as translation services through written communications that go home and parent meetings.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2021-June 2022

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	85.00
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials and supplies
<b>Amount</b>	50.00
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4325 Food For Meetings
<b>Description</b>	Food for meetings

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

Provide professional development for teachers to learn strategies and techniques to meet the needs of students at Turner Academy in the following areas: English Language Arts, Math, Trauma informed teaching / learning, Positive Behavioral Support Systems, classroom management

STRATEGY: Provide professional development opportunities for teachers, including attending conferences related to the areas above.

### LCAP Goal

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 standard. (Compensatory Education: 18)

### Basis for this Goal

English Language Arts and Math data as outlined in Goal 1 and 2

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reading Inventory	82% of students scored far below basic on the end of the year 2020-2021 Reading Inventory	75% of students will score far below basic on the end of the year 2021-2022 Reading Inventory.
Dream Box	In the 2020-2021 school year, 42% of students completed between 2 and 5 lessons per week on Dream box.	For the 2021-2022 school year, 48% of students will complete between 2 and 5 lessons per week in Dream Box.

### Planned Strategies/Activities

#### Strategy/Activity 1

Professional Development 5.1

Provide professional development for teachers to learn strategies and techniques to address the needs of Turner Academy students in the following areas: language arts, math, classroom management, trauma informed teaching, differentiation, research based learning / teaching techniques for students with special needs

Monitor and evaluate student's academic progress on Reading Inventory, SIPPS and Dream Box. Monitor students' progress towards meeting school goals 1 and 2



### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2021-June 2022

### Person(s) Responsible

Principal and Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

**Source**

LCFF

**Budget Reference**

5800 Prof and Operating/Consultants

**Description**

Consultants and professional development presenters in the areas mentioned above

### Strategy/Activity 2

Professional Development 5.2

Teachers will work with district English Language Arts, math, and technology coaches to improve their teaching practices and techniques. In addition, district coaches will be invited to present at staff meetings.

Monitor and evaluate students' academic progress on Reading inventory. Monitor students' progress towards meeting school goals 1 and 2

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021-June 2022

### Person(s) Responsible

Principal and Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

**Source**

LCFF

**Description**

District coaches

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

ATSI - Suspension Rates

### Goal Statement

Turner Academy's 2020-2021 suspension rate was 6.5%. For the 2021-2022 school year, Turner Academy will decrease its suspension rate to 4%.

### LCAP Goal

### Basis for this Goal

Based on 2020-2021 suspension data, Turner Academy's suspension rate was 6.5%.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Discipline Audit Report	Turner Academy has a suspension rate of 6.5 % based on the 2020-2021 discipline audit report	Turner Academy will have a suspension rate of 4% based on the 2021-2022 discipline audit report.

### Planned Strategies/Activities

#### Strategy/Activity 1

Staff will analyze behavioral management techniques in their classrooms, collaborate with other staff to meet behavioral needs of Turner Academy students

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2021-June 2022

#### Person(s) Responsible

Principal and classroom teachers

#### Proposed Expenditures for this Strategy/Activity

##### Description

staff collaboration and revision of behavior plans as needed per the IEPs

# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	8915.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	9,050.00

## Allocations by Funding Source




Funding Source	Amount	Balance
Title I: Parent Involvement	135.00	0.00
Title I	8915.00	0.00

# Expenditures by Funding Source

Funding Source	Amount
Title I	8,915.00
Title I: Parent Involvement	135.00

## Preliminary Plan

## Final Plan

	10/25/2021 12:15 pm
<i>Principal</i>	<i>Date</i>
	10/27/2021 12:15 pm
<i>SSC Chairperson</i>	<i>Date</i>
	11/02/2021 02:00 pm
<i>Program Manager</i>	<i>Date</i>

<i>Principal</i>	<i>Date</i>
<i>SSC Chairperson</i>	<i>Date</i>
<i>Program Manager</i>	<i>Date</i>

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
4300 Materials	Title I	7,915.00
5872 Field Trips	Title I	1,000.00
4300 Materials	Title I: Parent Involvement	85.00
4325 Food For Meetings	Title I: Parent Involvement	50.00

# FORM D: 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

Name of Members	Role
Robin Suttle	Principal
Derric Hughes	Classroom Teacher
Alexis Martinez	Classroom Teacher
Jennica Frisk	Classroom Teacher
Aimee Ruiz	Other School Staff
Alejandra Ramirez	Parent or Community Member
Jessica Anderson	Parent or Community Member
Mayra Villalobos	Parent or Community Member
Kendra Hughes	Parent or Community Member
Richard Avila	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.

# FORM E: 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 10/28/2021 04:00 pm.

Attested:

**Preliminary Plan**

**Final Plan**

10/28/2021 05:15 pm

*Principal*

*Date*

*Principal*

*Date*

10/28/2021 05:00 pm

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*

11/04/2021 03:00 pm

*Program Manager*

*Date*

*Program Manager*

*Date*