



Comprehensive Support and Improvement (CSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Turner Academy at Tokay Colony	39685850125369	May 13, 2025	

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 at Tokay Colony for meeting ESSA's planning requirements for Comprehensive Support and Improvement (CSI) 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 Comprehensive Support and Improvement (CSI) 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 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 at Tokay Colony consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection

The process began with a self-reflection phase in January 2025, during which 10 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

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.

Turner Academy is a small, therapeutic learning environment that provides special education services to a small population of students with significant social, emotional, and behavioral deficits, and the needs assessment process identified several resource inequities that impact equitable access to educational opportunities:

Limited Access to Grade-Level Standards

Due to the nature of students' disabilities and the specialized instructional setting, students experience barriers in accessing grade-level content in ways that are developmentally and cognitively appropriate.

Reduced Access to Inclusive Learning Environments

As a stand-alone Special Education site, students have minimal opportunities for interaction with general education peers, limiting their access to inclusive academic and social experiences that support holistic development.

Barriers to Technology Access and Adaptation

While technology is available, there are gaps in access to assistive technologies and adaptive tools that align with students' individualized needs, which can impact engagement and progress toward learning goals.

Challenges with Specialized Instructional Resources

Instructional materials are often not fully adapted or modified to meet the complex and diverse needs of the student population, resulting in limited access to rigorous, meaningful academic content.

Limited Access to General Education-Aligned Assessments and Progress Monitoring Tools

Students at Turner Academy often require alternative methods for measuring progress. The lack of aligned tools makes it difficult to fully capture and respond to academic and functional growth.

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.

Turner Academy qualifies for CSI status due to a complete lack of performance data on state indicators, which is a CSI qualifying condition under ESSA and California's CSI identification rules.

1. Absence of Performance Color on All State Indicators

The school dashboard shows "No Performance Color" for all five key indicators:

- * Chronic Absenteeism
- * Suspension Rate
- * English Learner Progress
- * English Language Arts
- * Mathematics

This indicates that insufficient data was available to calculate performance levels on these required indicators. According to the California Department of Education (CDE), this triggers additional review.

Turner Academy qualifies as a Comprehensive Support and Improvement (CSI) school due to a total absence of performance data across all Dashboard indicators and student groups. This lack of data prevents the school from demonstrating progress or performance and is grounds for CSI identification under California and federal accountability frameworks.

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.

2. No Performance Data Reported for Any Student Group

The Student Group Report confirms that all student groups (e.g., English Learners, Socioeconomically Disadvantaged, Students with Disabilities, etc.) have:

- * “N/A” (Not Available) or “--” (No Data) for all indicators.
- * This includes both status and change data, making it impossible to assess student outcomes or growth

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.

Academic Growth and Achievement

Increase student achievement in English Language Arts and Mathematics through the implementation of rigorous, evidence-based instructional practices and differentiated professional development. Turner Academy will focus on strengthening small-group instruction, aligning teaching to content standards, and personalizing teacher support to meet the needs of all learners, including English learners and students with disabilities.

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 Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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 review of the California School Dashboard and local data, Turner Academy has identified several areas requiring significant improvement:

Areas of Low Performance:

- * English Language Arts (ELA): The school's overall performance in ELA does not indicate a performance color, indicating a substantial need for improvement in reading and language arts achievement.
- * Mathematics: Performance in math does not have a performance color, showing that targeted interventions are necessary to support student growth in numeracy skills.

Performance Gaps Among Student Groups:

- *English Language Arts (ELA)

Identified Priority Needs and Steps Taken:

Through the Comprehensive Needs Assessment (CNA) and Root Cause Analysis conducted in collaboration with WestEd, the following high-leverage needs were identified:

Need #1: Provide Rigorous, Evidence-Based Instruction (Four Domains Practice 3.2)

- * Teachers currently use data to inform instruction, but there is inconsistency in the implementation of rigorous and standards-aligned instructional practices across grade levels.
- * Steps taken include enhancing math instruction through small-group interventions
- * Moving forward, the school is focusing on developing a more cohesive instructional framework aligned with content standards to support consistent, high-quality teaching practices across all classrooms.

Need #2: Targeted Professional Learning Opportunities (Four Domains Practice 2.2)

- * Although multiple professional development (PD) offerings exist at the district level, Turner Academy teachers and support staff have expressed the need for more personalized and relevant training.
- * Specific areas of focus include small-group instruction, conceptual understanding in math, trauma informed teaching practices, evidence-based teaching practices, restorative practices, and strategies for English Language Learners.
- * To address this, the school is prioritizing differentiated PD that is tailored to the unique instructional and classroom management needs of its educators and support staff.

Together, these findings guide Turner Academy in continuous improvement efforts, focusing on strengthening instruction, personalizing teacher support, and building a more consistent and rigorous educational environment to improve student outcomes.

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
2024 California Dashboard: ELA	The ALL-student group as demonstrated on the 2024 CA Dashboard report scored 175.7 below standard and declined 33.1 points. English Learners were no color on the 2024 California Dashboard. There was no additional data due to student group having fewer than 11 students.	The ALL-student group as demonstrated on 2025 CA Dashboard will increase by 25 points toward standard. English Learners were [color] on the 2024 California Dashboard. This was [] points above/below standard.
2024-2025 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 2025-2026 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.

	During the 2024-2025 school year, 0% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, % of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA
3rd-8th Grade CAASPP English Language Arts	<p>During the 2023-2024 school year, 0% of 3rd-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 0% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2024-2025 school year, 5% of 3rd-8th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 0% of 3rd-8th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>
3rd-8th Grade CAASPP Mathematics	<p>During the 2023-2024 school year, 7.14% of 3rd-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 0% of 3rd-8th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 5% of 3rd-8th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 5% of 3rd-8th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics</p>
K-8 iReady MOY Mathematics Assessment	<p>During the 2024-2025 school year, 7.14% of 2nd-8th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 0% of 2nd-8th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics</p>	<p>During the 2025-2026 school year, 5% of 2nd-8th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 5% of 2nd-8th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics</p>
California Dashboard: Mathematics	<p>All Students were no color on the 2024 California Dashboard for Mathematics due to low number of students assessed. This was 181.5 points below standard.</p> <p>English Learners were no color due to only 2 students assessed on the 2024 California Dashboard for Mathematics. This was 181.5 points below standard.</p>	<p>All Students will perform at/above 170 points below standard on the 2025 California Dashboard for Mathematics.</p> <p>English Learners will perform at/above 170 points below standard on the the 2025 California Dashboard for Mathematics.</p>
5th & 8th Grade California Science Test CAST	<p>During the 2023-2024 school year, 0% of 5th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 0% of 5th grade English Learner students</p>	<p>During the 2023-2024 school year, 5% of 5th grade students will meet or exceed standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 5% of 5th grade English Learner students</p>

	<p>met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 0% of 8th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 0% of 8th grade English Learner students met or exceeded standards on CAST Assessment in Science.</p>	<p>will meet or exceed standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 5% of 8th grade students will meet or exceed standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 5% of 8th grade English Learner students will meet or exceed standards on CAST Assessment in Science.</p>
California Dashboard: Science	<p>All Students: No Performance Color in 2024.</p> <p>English Learners: No Performance Color in 2024.</p>	<p>All Students will perform below standard on the 2025 California Dashboard for Science.</p> <p>English Learners will perform below standard on the 2025 California Dashboard for Science.</p>
California Dashboard: English Learner Progress Indicator	0% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	5% will be making progress towards English language proficiency as demonstrated by the 2025 CA 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	<p>Grant Funded Literacy Teacher</p> <p>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.</p>	All Students	<p>\$0</p> <p>1900 Other Cert Salaries LCRSET Funded</p>
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide timecards for teachers and paraprofessionals to:</p> <p>Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices.</p>	All Students	<p>\$1,500 Title I 1120 Teacher Temp Certificated Time Cards for Data Conferences and Analysis \$376 Title I 3000 Benefits</p>

	<p>Foster collaboration among teachers to develop targeted intervention strategies.</p> <p>Tailor instructional practices based on data insights to address diverse student needs.</p> <p>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p> <p>Use Data Collection Sheets to track individual student progress.</p> <p>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>		<p>Benefits for Certificated Time Cards for Data Conferences and Analysis</p> <p>\$1,500</p> <p>Title I</p> <p>2120 Para Temp</p> <p>Classified Time Cards for Data Conferences and Analysis</p> <p>\$593</p> <p>Title I</p> <p>3000 Benefits</p> <p>Benefits for Classified Time Cards for Data Conferences and Analysis</p>
1.3	<p>Supplemental Software Licenses to Support Engagement with SPED Core Curriculum</p> <p>Purchase and implement supplemental educational software licenses that align with the adopted SPED core curriculum to enhance engagement, differentiation, and accessibility for students with IEPs. These programs will provide interactive, scaffolded instruction and practice in ELA and math, supporting students' unique learning needs and increasing access to grade-level standards.</p>	All Students	<p>\$1,763</p> <p>Title I</p> <p>5875 Technology Licenses</p> <p>NewsELA, Mystery Science, Prodigy Math, Moby Max, Scholastic</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 California Dashboard: ELA	The ALL-Student group as demonstrated on the 2024 CA Dashboard report will increase by 25 points towards standard	The ALL- Student group as demonstrated on the 2024 CA Dashboard decreased by 33.1 points from standard.
K-2 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%	During the 2024-2025 school year, there were no kindergartners or 1st graders to participate in DIBELS. The site had two 2nd graders that did not participate in the DIBELS program as they utilize the SONDAY reading intervention program.
2nd-8th iReady MOY ELA Assessment	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	During the 2024-25 school year, 0% of 2nd-8th grade students performed at or above grade level on the Middle of the Year (MOY) iReady Universal Screener.
3rd-8th Grade CAASPP English Language Arts	During the 2023-2024 school year, 5% of 3rd-8th grade students will meet or	During the 2023-2024 school year, 7.14% of students met or exceeded the standard.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	exceed standards on CAASPP/SBAC Assessments in ELA.	
2nd-8th MOY Reading Inventory (RI) Assessment	During the 2024-2025 school year, 5% of 2nd-8th grade students will score proficient on the Middle of the Year Reading Inventory.	During the 2024-25 school year, 0% of 2nd-8th grade students scored proficient on the Middle of the Year (MOY) Reading Inventory.
3rd-8th Grade CAASPP 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	During the 2023-2024 school year, 7.14% of students met or exceeded the standard.
2nd-8th iReady MOY Math Assessment	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	During the 2024-2025 school year, 5.88% of students performed at or above grade level on the Middle of the Year (MOY) iReady Universal Screener.
California Dashboard: Math	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 10 points towards standard	The ALL-Student group as demonstrated on the 2024 CA Dashboard increased by 11.6% towards standard.
Professional Development Trainings, Meetings, and PLCs	95% of Certificated and Classified Staff will attend all PD, Meetings, and PLCs throughout the calendared work year	During the 2024-25 school year, 95% of the Certificated and Classified Staff have attended all PD, Meetings, and PLCs throughout the calendared work year.

Analysis

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

The overall implementation of the instructional and assessment strategies at Turner Academy during the 2023–2024 and 2024–2025 school years demonstrated partial effectiveness, with some incremental progress in state assessment outcomes but minimal impact across most internal benchmark assessments.

Implementation Highlights:

- * Professional development and PLC participation goals were fully met, with 95% of certificated and classified staff participating in scheduled trainings and meetings, suggesting strong site-wide engagement in professional learning.
- * The school implemented a variety of progress monitoring tools (DIBELS, i-Ready, Reading Inventory, CAASPP) with clear outcome goals. However, participation in some assessments (e.g., DIBELS for K-1) was limited or excluded due to alternative program use (e.g., SONDAY), which affected outcome reporting and progress tracking.
- * Strategies aimed at increasing early literacy and numeracy through assessments and universal screeners were in place but yielded limited student proficiency gains.

Effectiveness of Strategies:

- * State assessments (CAASPP ELA & Math): The site surpassed its 5% target, with 7.14% of students meeting or exceeding standards in both ELA and Math. This is a positive indicator of academic progress.
- * Dashboard Indicators: Mixed results were observed. While the ELA indicator improved by 33.1 points, suggesting effective support in literacy, the Math indicator only improved by 11.6 points, showing slower growth in that area.
- * Local Assessments (DIBELS, i-Ready, RI): All internal mid-year benchmarks (K-8) showed 0–5.88% of students performing at or above grade level, falling short of the 5–12% goals.

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 major differences in the total budgeted expenditures; however, there was a realignment of funds in the third quarter to better reflect the school's evolving needs. Initially, some expenditures were not fully aligned to the strategies and activities necessary to meet the articulated goal. Once the budget was adjusted in the third quarter, resources were more strategically allocated—allowing for successful implementation of planned professional development, assessments, and instructional supports within the original budgeted amount.

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.

As a result of the analysis, the following changes will be made to the goal, annual outcomes, metrics, and strategies to better support student progress:

Refined Assessment Participation and Use

Participation in key assessments (e.g., DIBELS, i-Ready) will be prioritized to ensure all eligible students are included, even when alternative programs like SONDAY are in use. This will improve the accuracy of progress monitoring and outcome data.

Adjusted Growth Targets

Annual outcome targets for local assessments will be reviewed and recalibrated to reflect more realistic, incremental growth—especially in light of current baseline data, where most assessments showed 0–5.88% proficiency.

Increased Focus on Early Literacy and Math Instructional Strategies

Strategies will include enhanced use of small group instruction, differentiated supports, and embedded progress monitoring aligned with IEP goals and academic standards.

Stronger Alignment of Professional Development to Student Needs

Professional development will be more tightly aligned to data findings, emphasizing strategies for accelerating growth in foundational literacy and numeracy for students with significant disabilities.

Ongoing Budget Review Process

A quarterly review process will be implemented to ensure funding remains responsive to identified needs and to allow timely realignment as necessary.

These changes are intended to strengthen the connection between instructional practices, data use, and measurable student outcomes.

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.

Social-Emotional Behavioral

Improve student outcomes by strengthening social-emotional learning, increasing student engagement, and reducing behavioral incidents through trauma-informed practices, restorative strategies, and targeted tiered supports. The school will leverage its strength in diagnosing student needs to implement professional learning and systems that foster emotional regulation, positive behavior, and school connectedness for all students, especially those with disabilities and those at risk of chronic absenteeism or suspension.

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.

Turner Academy has a significant need to address chronic absenteeism and suspension among students with disabilities and socially disadvantaged populations. Although state indicators are not color-coded due to low enrollment, data trends indicate a persistent need for improved student engagement, consistent attendance, and behavior support. Nearly half of students with disabilities (47.8%) are chronically absent, and 8.7% of students have been suspended at least once.

WestEd's CNA recommendations highlight the school's strength in diagnosing and responding to student learning and behavioral needs. This strength should be leveraged to provide targeted professional development (aligned to Four Domains Practices 3.1 and 2.2) for educators in trauma-informed practices, restorative approaches, and strategies that increase students' social-emotional capacity and school connectedness.

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 - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator is no color due to low student enrollment. 46.2% Hispanic students are chronically absent (declined 3%). 42.1% of students chronically absent are socially disadvantaged (declined 7.9%). Students with disabilities 47.8% (increased by 3%).	During the 2024-25 school year, ALL Student group will decrease chronic absenteeism by 3%
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator is no color due to low student enrollment. 8.7% of students were suspended at least 1 day. 0% of Hispanic students were suspended, this is a decrease of 7.1%. 5.3%	During the 2024-25 school year, ALL Student group will decrease suspension rate by 3%

	socially disadvantaged - this is a decrease of 5.5%. 8.7% students with disabilities, this is a decrease of 1%	
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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
2.1	<p>Professional Learning in Trauma-Informed and Restorative Behavioral Practices</p> <p>Provide site-based professional development focused on trauma-informed care, de-escalation techniques, restorative practices, and strategies to promote student self-regulation and engagement. Training will target staff's ability to recognize and respond to signs of emotional distress, prevent escalation, and increase students' sense of belonging and connection to school.</p> <p>Training will include follow-up coaching or collaborative sessions to support implementation. Materials, resources, and release time will be provided as needed to ensure meaningful participation. This activity builds on the school's strength in diagnosing learning needs by deepening educators' capacity to intervene effectively and equitably in behavioral situations.</p>	All Students	<p>\$</p> <p>Funding will be provided through CSI - See Goal 4.1</p>
2.2	<p>Digital Curriculum for Social-Emotional Regulation and Engagement</p> <p>Implement a digital social-emotional learning (SEL) curriculum to support students' development of self-awareness, emotional regulation, and coping strategies. This interactive, multimedia program will provide structured lessons and student-facing activities designed to help students identify their emotions, develop self-management skills, and maintain engagement in academic tasks.</p> <p>This supplemental resource will be integrated into both general and special education settings to strengthen Tier 1 and Tier 2 behavioral supports. Staff will receive training and guidance on the implementation and monitoring of the program to ensure consistent and impactful use across classrooms.</p>	All Students	<p>\$</p> <p>Funding will be provided through CSI - See Goal 4.1</p>

Annual Review

SPSA Year Reviewed: 2024-25

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
2024 CA Dashboard - Chronic Absenteeism	For the 2024-25 school year, Turner Academy will decrease their chronic absenteeism to 35%.	Chronic absenteeism increased to 47.8%
CA Dashboard - Suspension Rates	For the 2024-25 school year, Turner Academy will decrease their suspension rates to 9.4% or less.	Suspension rates decreased to 8.7%

Analysis

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

The strategies and activities related to behavior and attendance outcomes were implemented with mixed effectiveness during the 2024–25 school year.

Suspension Rates:
Strategies to support positive behavior and reduce suspensions showed success. The suspension rate decreased to 8.7%, meeting the targeted outcome of 9.4% or less. This suggests that behavior interventions, staff training, and supports for students with challenging behaviors were effectively implemented and positively impacted the school climate.

Chronic Absenteeism:
In contrast, efforts to reduce chronic absenteeism were not effective, as rates increased to 47.8%, exceeding the expected target of 35%. This indicates that current attendance strategies were insufficient to address barriers to consistent school attendance, especially for students with intensive support needs.

Overall, while positive behavior support strategies showed progress, there is a critical need to reevaluate and strengthen systems for monitoring and improving attendance, including family engagement, home-school communication, and individualized supports tied to student IEPs.

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 major differences between the intended implementation and the budget expenditures to implement the strategies/activities articulated in the 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.

As a result of the analysis of chronic absenteeism and suspension data, the following changes will be made to improve the effectiveness of strategies supporting this goal:

Enhanced Attendance Intervention Strategies
Due to the increase in chronic absenteeism to 47.8%, targeted attendance interventions will be implemented, including:
* Increased communication with families around the importance of attendance

Continuation and Strengthening of Positive Behavior Supports
The reduction in suspension rates indicates that behavior strategies were effective. These strategies will be continued and further refined through staff professional development and the use of data to monitor behavior trends.

Revised Annual Outcomes and Progress Monitoring
Given current trends, the annual outcome target for chronic absenteeism will be adjusted to reflect more realistic and incremental progress, while maintaining a focus on continuous improvement.

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

Turner Academy will increase meaningful family engagement by improving communication, building trust, and creating inclusive opportunities for families to support their child's academic and behavioral growth.

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.

The WestEd Comprehensive Needs Assessment (January 2025) identified engaging students and parents in pursuing educational goals as a high-leverage area of need for Turner Academy, aligned with Four Domains Practice 4.3.

The CNA revealed that while some families are collaborative, overall parent involvement is low, with 91% of survey respondents reporting low or moderate attendance at parent-teacher conferences. Staff reported that many parents have had negative experiences with schools in the past, and that it takes time to build trust and rapport. Additionally, because Turner is not the home school for any student, families often feel disconnected from the school community.

These findings suggest the need for intentional strategies to strengthen family-school partnerships, increase meaningful engagement, and create structures that make families feel welcomed, respected, and empowered to support their child's learning. The CNA recommends leveraging Turner's collaborative educator culture (Practice 4.1) to improve communication and outreach efforts to families.

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
Increase in Parent Participation in School Meetings or Events	Estimated attendance rate at parent-teacher conferences or school events is currently low (=33% based on CNA survey).	Increase participation to 50% or higher by the end of the year, as measured by sign-in sheets, virtual attendance logs, or individual outreach documentation.
Improvement in Parent Perception of Communication and School Connection	New Metric: No formal parent feedback tool is currently in consistent use	Implement a brief parent survey and achieve a 20% increase in positive responses (e.g., "I feel welcomed and informed by the school") by the end of the 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
3.1	<p>Family Outreach and Connection Events</p> <p>Organize a series of inclusive family events throughout the year—including Back-to-School Night, Coffee with the Principal, student-led conferences, and social-emotional learning showcases—to strengthen relationships between home and school. Events will be designed with cultural responsiveness, offer translation when needed, and include flexible formats (e.g., in-person, virtual, or hybrid) to accommodate varying parent schedules.</p> <p>Communication regarding events will be proactively distributed via multiple channels (calls, flyers, texts, website) to ensure accessibility.</p>	All Students	<p>\$145.00</p> <p>Title I: Parent Involvement</p> <p>5715 Print Shop</p> <p>Duplication of Fliers and Activity Resources</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 2024-2025 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 implementation of strategies to increase family engagement and participation in the Parent Climate and LCAP Survey was partially implemented but not effective in reaching the desired outcome. The goal was to have at least 7 parents respond to the 2024–2025 survey; however, fewer than 4 parents responded.

While outreach efforts may have occurred, such as notifications or survey distribution, the low response rate indicates that strategies were not sufficiently targeted, accessible, or personalized to overcome barriers identified in the WestEd Needs Assessment—such as lack of trust, historical negative experiences with schools, and disconnect from Turner as a non-home school site.

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

No major differences between the implementation and the budgeted 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.

This outcome suggests a need for more personalized, relationship-based engagement strategies, as well as more accessible formats (e.g., phone interviews, in-person meetings, translated materials) to ensure families feel included and empowered to provide input.

As a result of the limited parent participation in the Parent Climate and LCAP Survey, the following changes will be made to improve the effectiveness of strategies supporting the family engagement goal:

Multiple Formats for Survey Participation

Surveys will be offered in multiple formats (e.g., paper, phone, online, in-person during events or IEP meetings) to reduce barriers and increase accessibility for all families.

Personalized Outreach

Staff will conduct direct outreach (e.g., phone calls, in-person conversations, or translated messages) to personally invite families to participate, rather than relying solely on broad digital or paper distribution.

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.

Comprehensive Supports and Interventions (CSI)

Turner Academy will improve student academic and behavioral outcomes by implementing a comprehensive, data-driven system of support that includes evidence-based instructional practices, tiered interventions, and targeted professional development. This goal addresses low performance in English Language Arts and mathematics, high chronic absenteeism and suspension rates, and the need to strengthen family and student engagement.

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.

Turner Academy requires targeted improvement in academic achievement, attendance, and family engagement to address persistent performance gaps. In 2023–24, only 7.14% of students met or exceeded standards on the CAASPP, while the participation rate was limited. Chronic absenteeism remains high at 47.8%, and 8.7% of students experienced at least one suspension. Family engagement is also notably low, with fewer than four families participating in surveys or events.

The Comprehensive Needs Assessment (January 2025) conducted by WestEd further highlights a need to:

- * Increase parent and community understanding of Turner's educational mission.
- * Strengthen trust and collaboration with families who may feel disconnected from the school.
- * Improve the relevance and quality of professional learning to meet the unique academic and behavioral needs of the student population.

Together, these findings support a schoolwide focus on:

1. Raising participation and performance on state assessments.
2. Reducing chronic absenteeism and suspensions.
3. Enhancing family-school partnerships to foster student success.

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
<p>CAASPP Participation and Performance</p> <p>Percentage of eligible students who participate in CAASPP ELA and Math assessments, and percentage who meet or exceed standards.</p>	<p>In 2023–24, participation was limited, and only 7.14% of students met or exceeded standards.</p>	<p>100% student participation and at least 10% of students meeting or exceeding standards.</p>
<p>Chronic Absenteeism</p> <p>As reported on the California Dashboard.</p>	<p>47.8% chronic absenteeism rate.</p>	<p>Reduce chronic absenteeism to 35% or lower.</p>
<p>Suspension Rate</p> <p>As reported on the California Dashboard.</p>	<p>8.7% of students were suspended.</p>	<p>Reduce suspension rate to 7% or lower.</p>
<p>Parent Participation in Engagement Events</p> <p>Number of families who attend school-hosted family engagement events.</p>	<p>8.7% of students were suspended.</p>	<p>At least 7 families will attend at least one school event by the end of the year.</p>
<p>Parent Participation in Climate/LCAP Survey</p> <p>Number of families completing the Parent Climate and LCAP Survey.</p>	<p>Fewer than 4 responses submitted.</p>	<p>At least 7 families will complete a survey by the end of the year.</p>

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
4.1	<p>Targeted Professional Development on Visible Learning to Strengthen Instructional Practice</p> <p>Provide specialized professional development for teachers and support staff through Corwin's Visible Learning framework, with a focus on strategies that make learning visible for all students, especially those with emotional, behavioral, and academic challenges.</p> <p>This training will emphasize high-impact instructional practices such as teacher clarity, feedback, learning intentions and success criteria, and self-assessment strategies that are proven to significantly accelerate learning. Sessions will be adapted to address the therapeutic and highly individualized environment of Turner Academy, ensuring that educators can apply evidence-based</p>	All Students	<p>\$25,000</p> <p>Comprehensive Support and Improvement</p> <p>5800 Prof and Operating/Consultants</p> <p>VL Consultant</p>

	strategies while responding to students' behavior regulation needs and IEP goals.		
4.2	<p>Targeted Professional Development to Address Site-Specific Instructional and Behavioral Needs</p> <p>Provide customized professional development for teachers and administrators designed to address the unique instructional and behavioral challenges of Turner Academy. Training will focus on evidence-based practices such as trauma-informed instruction, behavior regulation strategies, rigorous academic engagement, and effective approaches for working with students with IEPs and significant social-emotional needs.</p> <p>Professional learning will be tailored to the site's structure, pacing, and staffing model. Sessions will be delivered in formats that accommodate the school's therapeutic environment—such as on-site workshops, embedded coaching, collaborative planning, and leadership support. Focus areas will include increasing instructional clarity, building student engagement, and enhancing small-group and individualized instruction aligned to IEP goals.</p> <p>School leaders will also receive support to implement and monitor the professional learning, fostering sustainability and continuous improvement aligned to schoolwide priorities.</p>	All Students	<p>\$25,000 Comprehensive Support and Improvement 5800 Prof and Operating/Consultants Academic/Behavioral PD Consultant</p>
4.3	<p>Conference Attendance to Support Evidence-Based Practices and Site-Specific Needs</p> <p>Provide opportunities for teachers, support staff, and administrators to attend regional and national conferences focused on topics aligned to the unique academic, behavioral, and social-emotional needs of Turner Academy's student population. Conferences may include strands on trauma-informed practices, behavioral intervention, special education, restorative practices, culturally responsive teaching, and strategies for increasing academic rigor in alternative learning environments.</p> <p>Participants will attend sessions relevant to their roles and return with resources, strategies, and implementation tools that can be shared and applied across the site. To ensure sustainability, staff who attend conferences will debrief with colleagues and integrate key takeaways into ongoing professional development or PLCs.</p> <p>Conferences will be selected based on alignment to the school's Comprehensive Needs Assessment findings and improvement goals.</p>	All Students	<p>\$15,000 Comprehensive Support and Improvement 5220 Conference PD Conferences</p>
4.4	Digital Curriculum for Social-Emotional Regulation and Engagement	All Students	<p>\$1,200 Comprehensive Support and Improvement</p>

	Implement a digital social-emotional learning (SEL) curriculum to support students' development of self-awareness, emotional regulation, and coping strategies. This interactive, multimedia program will provide structured lessons and student-facing activities designed to help students identify their emotions, develop self-management skills, and maintain engagement in academic tasks.		5875 Technology Licenses SEL Tech License
4.5	<p>Supplemental Materials and Resources to Support Instructional, Behavioral, and Engagement Initiatives</p> <p>Support the implementation of schoolwide academic, behavioral, and engagement strategies by providing supplemental instructional materials, classroom supplies, and program resources that address the unique needs of Turner Academy's student population. These supplies will enhance access to individualized learning, reinforce trauma-informed and behavior-responsive practices, and support the professional development and engagement activities outlined in the school's improvement plan.</p>	All Students	<p>\$15,760 Comprehensive Support and Improvement 4300 Materials Supplemental Materials and Resources \$4,000 Comprehensive Support and Improvement 4200 Books Supplemental Materials and Resources</p>
4.6	<p>Certificatead Coverage and Extended Time to Support Targeted Professional Development</p> <p>Provide certificated substitute coverage and fund certificated and classified timecards to allow staff participation in targeted professional development aligned to the school's academic, behavioral, and engagement goals. This includes training focused on Visible Learning, trauma-informed instructional strategies, behavior supports, SEL integration, and implementation of practices acquired through conferences and external providers.</p> <p>Certificated substitutes will be used to release teachers during the school day for PD participation, coaching, and collaborative planning. Timecards will be used for after-hours training sessions, debriefs, and implementation meetings involving both certificated and classified staff. These supports are essential to ensure training does not disrupt the therapeutic structure of the school day and that all staff receive adequate time to build capacity around Turner Academy's identified needs.</p>	All Students	<p>\$6,000 Comprehensive Support and Improvement 1150 Teacher Sub Certificated Subs for PD \$1,499 Comprehensive Support and Improvement 3000 Benefits Benefits for Certificated Subs for PD \$3,000 Comprehensive Support and Improvement 1120 Teacher Temp Certificated Time Cards for Target PD and Collaboration \$751 Comprehensive Support and Improvement 3000 Benefits Benefits for Certificated Time Cards for Target PD and Collaboration \$2,000 Comprehensive Support and Improvement 2120 Para Temp Classified Time Cards for Target PD and Collaboration \$790 Comprehensive Support and Improvement 3000 Benefits</p>

Annual Review

SPSA Year Reviewed: 2024-25

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: ELA	Turner will be 132.6 points below standard in ELA on the 2024 Dashboard	All Students Declined Significantly by -33.1 to -175.7% (13) achieving a Performance Level Color of No Color
CA Dashboard: Math	Turner will be 183.1 points below standard in Math on the 2024 Dashboard	All Students Increased by +11.6 to -181.5% (13) achieving a Performance Level Color of No Color
CA Dashboard: Chronic Absenteeism	Turner will decline their chronically absent students to 35% or lower according to the 2024 Dashboard	All Students Increased by +3.0 to 47.8% (11/23) achieving a Performance Level Color of No Color
CA Dashboard: Suspension Rates	Turner will decrease their student suspension rate to 9.4% or less to obtain Orange according to the 2024 Dashboard	All Students Decreased by -1.0 to 8.7% (2/23) achieving a Performance Level Color of No Color

Analysis

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

The implementation of strategies and activities toward the articulated CSI goal at Turner Academy yielded mixed results, with limited effectiveness in improving academic performance and chronic absenteeism, but some success in reducing suspension rates.

Academic Outcomes (ELA and Math):

Despite interventions and individualized instruction, ELA and Math performance declined significantly. Students scored well below standard, with a Dashboard performance level of No Color. These outcomes suggest that current instructional strategies and assessment participation practices are not effectively supporting student academic growth, particularly for the population served.

Chronic Absenteeism:

Chronic absenteeism increased to 47.8%, exceeding the school's goal of 35%. This indicates that efforts to improve attendance, such as communication, incentives, or tiered support, were not effective in overcoming the systemic barriers many families face, including trauma, transportation, and health-related challenges.

Suspension Rates:

Turner Academy saw a modest decrease in suspension rates, from 8.7% to 7.7%, meeting the target and reflecting the positive impact of behavior support strategies, staff training, and structured routines. This shows promise in the school's ability to create safer, more supportive learning environments.

Overall, while the reduction in suspensions demonstrates strategic progress, the persistent academic challenges and rising absenteeism signal a need for stronger, more aligned instructional, engagement, and attendance interventions moving forward.

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 major differences in the total budgeted expenditures; however, adjustments were made during the second and third quarters to better align spending with student interests and engagement needs. Specifically, funds were reallocated to purchase additional STEAM (Science, Technology, Engineering, Art, and Math) materials, as students showed a strong interest in hands-on science and technology activities.

This shift supported the articulated goal by increasing student engagement, improving classroom participation, and providing access to more relevant and motivating instructional tools. These adjustments reflect a responsive approach to implementation, ensuring that expenditures directly supported strategies that promote academic and behavioral growth.

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.

As a result of the identified need to improve academic outcomes, reduce chronic absenteeism, and engage families and students more effectively—as outlined in both local data and the WestEd Comprehensive Needs Assessment—the following changes will be made to the goal, outcomes, and strategies:

1. Clarified Academic Metrics and Benchmarks

To address the low academic performance and lack of Dashboard color indicators, the school will revise annual outcomes to include specific proficiency targets for local assessments (e.g., i-Ready, DIBELS, CAASPP participation), ensuring better alignment between instructional strategies and measurable student growth.

Updated metrics can be found under Goal 1 in the SPSA.

2. Expanded Focus on Student Engagement and Attendance

Given the significant increase in chronic absenteeism (47.8%), strategies will be expanded to include attendance teams, family outreach protocols, and individualized student attendance plans, with clear checkpoints to monitor progress.

These revisions are reflected in Goal 2, Action Step 1.

3. Improved Family Engagement Strategies

Low parent participation in surveys and events highlighted a need for more inclusive and accessible family engagement efforts. New strategies will include multiple outreach formats, translated communications, and relationship-building opportunities to better connect with families.

These changes are included under Goal 3, Action Step 2.

4. Increased Use of Interest-Based Instructional Materials

In response to student engagement with STEAM activities, more emphasis will be placed on integrating hands-on, interest-based instructional strategies across content areas. These strategies will be used to re-engage students in academic tasks and improve attendance and behavior.

This adjustment can be found in Goal 1, Action Step 3.

These changes reflect a targeted effort to respond directly to the most critical gaps identified in the CNA and Dashboard data.

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	\$105,877.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$105,877.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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	\$5,732.00
Title I: Parent Involvement	\$145.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$5,877.00

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	\$100,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$100,000.00

Total of federal, state, and/or local funds for this school: \$105,877.00

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	100,000.00
Title I	5,732.00
Title I: Parent Involvement	145.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	4,500.00
1150 Teacher Sub	6,000.00
1900 Other Cert Salaries	0.00
2120 Para Temp	3,500.00
3000 Benefits	4,009.00
4200 Books	4,000.00
4300 Materials	15,760.00
5220 Conference	15,000.00
5715 Print Shop	145.00
5800 Prof and Operating/Consultants	50,000.00
5875 Technology Licenses	2,963.00

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	3,000.00
1150 Teacher Sub	Comprehensive Support and Improvement	6,000.00
2120 Para Temp	Comprehensive Support and Improvement	2,000.00
3000 Benefits	Comprehensive Support and Improvement	3,040.00
4200 Books	Comprehensive Support and Improvement	4,000.00
4300 Materials	Comprehensive Support and Improvement	15,760.00
5220 Conference	Comprehensive Support and Improvement	15,000.00
5800 Prof and Operating/Consultants	Comprehensive Support and Improvement	50,000.00
5875 Technology Licenses	Comprehensive Support and Improvement	1,200.00
1120 Teacher Temp	Title I	1,500.00
2120 Para Temp	Title I	1,500.00
3000 Benefits	Title I	969.00
5875 Technology Licenses	Title I	1,763.00
5715 Print Shop	Title I: Parent Involvement	145.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,732.00
Goal 3	145.00
Goal 4	100,000.00

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

Name of Members	Role
Erin Guthrie	Principal
Alexis Martinez	Classroom Teacher
Jennica Frisk	Classroom Teacher
Sara Walter	Other School Staff
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 5/13/2025.

Attested:



Principal, Erin Guthrie on 5/13/2025



SSC Chairperson, Sara Walter on 5/13/2025