School Plan for Student Achievement

TEMPERANCE-KUTNER ELEMENTARY

1448 N. Armstrong
Fresno 93727-2803

7/1/23-6/30/24

Contact:
KELLI HINOJOS
Principal
(559) 327-8100
KelliHinojos@cusd.com

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Temperance-Kutner Elementary School	10621176005920	May 30, 2023	June 14, 2023

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)

Additional Targeted Support and Improvement

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 purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Within our SPSA we have crafted a plan that focuses on ELA, Math, and our MTSS system. It is our ultimate goal to implement this plan and continue to increase our academic achievement.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 3
Data Analysis 3
Surveys 3
Classroom Observations....3
Analysis of Current Instructional Program....4
Educational Partner Involvement 9
Resource Inequities 9
School and Student Performance Data 11
Student Enrollment....11
CAASPP Results....13
ELPAC Results 17
Student Population....21
Overall Performance 23
Academic Performance....24
Academic Engagement 29
Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
Goal 1....33
Goal 2....39
Goal 3....45
Budget Summary 53
Budget Summary 53
Other Federal, State, and Local Funds 53
Budgeted Funds and Expenditures in this Plan 54
Funds Budgeted to the School by Funding Source....54
Expenditures by Funding Source 54
Expenditures by Budget Reference 54
Expenditures by Budget Reference and Funding Source 54
Expenditures by Goal....55
School Site Council Membership 56
Recommendations and Assurances 57

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following surveys are administered annually:

*SART- School Assessment Review Team
*Student body ELCAP survey
*CUSD school climate assessment
*English Learner needs assessment Survey
*Native American Education Survey
*Parent LCAP survey

Temperance-Kutner's (TK) SART survey results included the following feedback: cheerful, friendly staff, excellent communication, and the community feel as if the staff is invested in students and their learning. Areas of growth included: more intervention, parent involvement, and character recognition. The Climate Assessment illustrated that the staff feels supported and growth areas included more in-depth internal coherence in grade-level Professional Learning Communities (PLCs) and dress code knowledge. The student body ELPAC and Native American survey report students feel safe on TK's campus. LCAP survey provided the following information: 90% of parents feel like TK is welcoming; 80% of parents know how to use Parent Connect; parents would like more training with ELA and Math, as well as how to help their students with homework; and parents prefer to receive information via email. In addition, all data, including ATSI data is reported to our staff and community. According to our ATSI data, suspensions declined 1% from the previous year recorded; however, absenteeism rates increased 40%, specifically our SWD rates increased and our site is currently working with our SWD parent group to increase support with attendance. This information is important for parents and the school to build a positive relationship and work together to steadily decrease absenteeism rates. According to all surveys administered, TK students, parents, and staff reported that TK is continuing to grow in mind, body, and spirit as a community.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

Behavior management
Classroom management
Articulation of Learning Objective
Frequency of Checking for Understanding
Differentiated Instruction
Frequency of Academic Conversation

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:
*SBAC
*ELPAC
*iReady
*iCAL
*iCAM
*Inspect

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here: https://www.cusd.com/sarc.aspx

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms.
For more specific curriculum information please visit our school site link at the following site:
https://www.cusd.com/sarc.aspx

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our site offers a variety of school and community resources to assist and support our families including:

*Parent communication through weekly newsletters
*Updated School Website
*Social Media Posts
*Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:
*IDAC
*SART
*ELAC
*SSC
*Back to school night
*Open House
Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.
The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP) . LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

Educational Partner 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

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available support/s, etc. At our second and third, May 16th SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed the following steps and needed changes and made recommendations to site administration for the new SPSA.

The following recommendations were made: continue to set goals for all students in grades 3-6 to increase ELA and Math scores on the CAASPP; continue to set goals for students in grades K-2 to increase ELA and Math scores on district assessments; continue to utilize positions, such as BIA, IA, SRL, and Resource Teacher to support equitable learning opportunities; continue to connect with our community about all and ATSI suspension data and absenteeism rates.

Resource Inequities

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

Our data indicate that we have some resource inequities within some of our subgroups; thus, students of varying socio-economic demographics will continue to receive support to fill gaps.
* To help support students who struggle with social and emotional issues, TK will continue to provide, when funds allow, an extra Psychologist on campus and an SRL.
*TK also receives support from All For Youth for students who qualify for the program.
*For students who need extra academic support, we will continue to provide, when funds allow, intervention teachers and BIA and IA's to support each grade level. These positions are designed to support classrooms, so at-risk students receive extra instructional support when needed. This Additional Targeted Support and Improvement (ATSI) identified the subgroup and also focuses on suspension and absenteeism rates. After reviewing data, suspension rates for students with disabilities decreased 1%; however, absenteeism rates increased by 40%.
*After examining CAASPP data, 25% of African-American students in grades 3-6 met or exceeded math standards and 50% met or exceeded ELA standards. While we provide extra support for our

students through small group instruction and intervention, these scores on the CAASPP indicate that we have a resource inequity and need to provide more support for our African-American students who have not met or exceeded Math and ELA standards.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	%	0%	3	0	0
African American	4.3%	3.55%	3.47%	27	21	22
Asian	34.9%	31.81%	32.81%	220	188	208
Filipino	1.0%	1.02%	1.1%	6	6	7
Hispanic/Latino	46.4%	50.42%	48.42%	293	298	307
Pacific Islander	0.3%	0.34%	0.32%	2	2	2
White	11.3%	10.32%	11.2%	71	61	71
Multiple/No Response	1.4%	2.20%	2.37%	9	13	15
			Total Enrollment	631	591	634

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	91	80	96
Grade 1	87	82	75
Grade 2	86	82	98
Grade3	84	81	84
Grade 4	91	87	84
Grade 5	88	87	103
Grade 6	104	92	94
Total Enrollment	631	591	634

Conclusions based on this data:

1. Over the past three years, the three highest-scoring subgroups of students have consistently remained Asian, Hispanic, and White.
2. The enrollment at Temperance-Kutner has remained consistent.
3. With new construction, Temperance-Kutner anticipates an increase in enrollment as escrows close in the area nearby.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	82	77	76	13.0%	13.0%	12.0%
Fluent English Proficient (FEP)	74	56	69	11.7%	9.5%	10.9%
Reclassified Fluent English Proficient (RFEP)	0	28		0.0%	4.7%	

Conclusions based on this data:

1. The number of English Language students has slightly decreased over the past three years
2. TK has reclassified 10% or more English Language students over the last two years.
3. Reclassifications of English Language Learners continue to increase.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	81		0	79		0	79		0.0	97.5	
Grade 4	85	87		0	87		0	87		0.0	100.0	
Grade 5	90	85		0	85		0	85		0.0	100.0	
Grade 6	100	94		0	94		0	94		0.0	100.0	
All Grades	358	347		0	345		0	345		0.0	99.4	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2430.			27.85			24.05			25.32			22.78	
Grade 4		2445.			17.24			18.39			28.74			35.63	
Grade 5		2512.			23.53			28.24			25.88			22.35	
Grade 6		2494.			7.45			27.66			31.91			32.98	
All Grades	N/A	N/A	N/A		18.55			24.64			28.12			28.70	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.25			63.29			16.46	
Grade 4		10.34			64.37			25.29	
Grade 5		21.18			64.71			14.12	
Grade 6		12.77			50.00			37.23	
All Grades		15.94			60.29			23.77	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.72			53.16			29.11	
Grade 4		14.94			55.17			29.89	
Grade 5		23.53			63.53			12.94	
Grade 6		6.38			62.77			30.85	
All Grades		15.36			58.84			25.80	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.86			81.01			10.13	
Grade 4		5.75			82.76			11.49	
Grade 5		15.29			76.47			8.24	
Grade 6		8.51			75.53			15.96	
All Grades		9.57			78.84			11.59	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.46			68.35			15.19	
Grade 4		10.34			65.52			24.14	
Grade 5		20.00			63.53			16.47	
Grade 6		9.57			68.09			22.34	
All Grades		13.91			66.38			19.71	

Conclusions based on this data:

1. TK students who were above Listening standards are lower in 2021-2022; however, students who are above, at, and near Listening standards have increased from 82% in 2018-2019 to 88% in 2021-2022.
2. Students above standard, at or near in Research/Inquiry have increased and students who are at or near standard have increased from 52% to 66%.
3. Students below standard decreased from 27% in 2018-2019 to 19% in the 2021-2022 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	80		0	78		0	78		0.0	97.5	
Grade 4	85	87		0	87		0	87		0.0	100.0	
Grade 5	90	85		0	85		0	85		0.0	100.0	
Grade 6	100	94		0	94		0	94		0.0	100.0	
All Grades	358	346		0	344		0	344		0.0	99.4	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2447.			23.08			33.33			25.64			17.95	
Grade 4		2454.			11.49			27.59			33.33			27.59	
Grade 5		2494.			14.12			18.82			42.35			24.71	
Grade 6		2475.			9.57			14.89			34.04			41.49	
All Grades	N/A	N/A	N/A		14.24			23.26			34.01			28.49	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.05			53.85			14.10	
Grade 4		18.39			49.43			32.18	
Grade 5		15.29			61.18			23.53	
Grade 6		11.70			43.62			44.68	
All Grades		18.90			51.74			29.36	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.08			55.13			21.79	
Grade 4		18.39			43.68			37.93	
Grade 5		11.76			57.65			30.59	
Grade 6		9.57			46.81			43.62	
All Grades		15.41			50.58			34.01	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.21			55.13			16.67	
Grade 4		11.49			60.92			27.59	
Grade 5		10.59			67.06			22.35	
Grade 6		6.38			61.70			31.91	
All Grades		13.66			61.34			25.00	

Conclusions based on this data:

1. Problem-Solving scores in Math have remained relatively consistent.
2. Less TK students scored above the Concepts and Procedures Math standard/s than in the previously tested year.
3. TK has remained consist in Communicating and Reasoning Math standard/s of students above, at, or near standard/s.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	*	*	*	*	*	6	9
Grade 1	1469.8	*	1496.3	*	1443.0	*	12	5
Grade 2	1492.4	*	1506.2	*	1478.1	*	14	10
Grade 3	1500.4	1509.9	1505.8	1508.0	1494.7	1511.4	12	16
Grade 4	1510.5	1512.1	1499.9	1503.8	1520.4	1519.9	19	11
Grade 5	1517.5	1539.8	1504.4	1518.6	1530.1	1560.7	11	19
Grade 6	1513.4	1530.0	1522.9	1531.1	1503.3	1528.4	11	11
All Grades							85	81

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	8.33	*	50.00	*	41.67	*	0.00	*	12	*
2	7.14	*	71.43	*	21.43	*	0.00	*	14	*
3	16.67	31.25	58.33	25.00	16.67	37.50	8.33	6.25	12	16
4	5.26	9.09	57.89	63.64	36.84	27.27	0.00	0.00	19	11
5	18.18	26.32	36.36	47.37	27.27	21.05	18.18	5.26	11	19
6	27.27	9.09	36.36	63.64	18.18	18.18	18.18	9.09	11	11
All Grades	11.76	16.05	50.59	41.98	30.59	38.27	7.06	3.70	85	81

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	41.67	*	41.67	*	16.67	*	0.00	*	12	*
2	42.86	*	42.86	*	14.29	*	0.00	*	14	*
3	50.00	37.50	33.33	43.75	8.33	18.75	8.33	0.00	12	16
4	21.05	27.27	63.16	63.64	15.79	9.09	0.00	0.00	19	11
5	27.27	31.58	36.36	57.89	18.18	5.26	18.18	5.26	11	19
6	27.27	45.45	45.45	36.36	9.09	18.18	18.18	0.00	11	11
All Grades	32.94	28.40	43.53	46.91	16.47	20.99	7.06	3.70	85	81

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	0.00	*	16.67	*	66.67	*	16.67	*	12	*
2	7.14	*	57.14	*	14.29	*	21.43	*	14	*
3	0.00	31.25	50.00	6.25	33.33	50.00	16.67	12.50	12	16
4	10.53	0.00	26.32	45.45	57.89	54.55	5.26	0.00	19	11
5	18.18	26.32	0.00	26.32	63.64	47.37	18.18	0.00	11	19
6	9.09	0.00	27.27	36.36	36.36	45.45	27.27	18.18	11	11
All Grades	7.06	12.35	28.24	28.40	47.06	51.85	17.65	7.41	85	81

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	50.00	*	50.00	*	0.00	*	12	*
2	35.71	*	57.14	*	7.14	*	14	*
3	41.67	43.75	58.33	56.25	0.00	0.00	12	16
4	36.84	54.55	57.89	36.36	5.26	9.09	19	11
5	9.09	10.53	63.64	89.47	27.27	0.00	11	19
6	36.36	9.09	45.45	72.73	18.18	18.18	11	11
All Grades	32.94	24.69	56.47	67.90	10.59	7.41	85	81

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	25.00	*	75.00	*	0.00	*	12	*
2	50.00	*	50.00	*	0.00	*	14	*
3	58.33	50.00	33.33	50.00	8.33	0.00	12	16
4	31.58	18.18	68.42	81.82	0.00	0.00	19	11
5	54.55	68.42	36.36	26.32	9.09	5.26	11	19
6	63.64	81.82	18.18	18.18	18.18	0.00	11	11
All Grades	43.53	41.98	50.59	56.79	5.88	1.23	85	81

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	8.33	*	58.33	*	33.33	*	12	*
2	7.14	*	78.57	*	14.29	*	14	*
3	8.33	25.00	58.33	12.50	33.33	62.50	12	16
4	15.79	9.09	57.89	63.64	26.32	27.27	19	11
5	18.18	31.58	54.55	63.16	27.27	5.26	11	19
6	9.09	0.00	36.36	54.55	54.55	45.45	11	11
All Grades	10.59	14.81	58.82	59.26	30.59	25.93	85	81

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	0.00	*	91.67	*	8.33	*	12	*
2	21.43	*	64.29	*	14.29	*	14	*
3	0.00	37.50	91.67	56.25	8.33	6.25	12	16
4	10.53	9.09	84.21	90.91	5.26	0.00	19	11
5	27.27	26.32	72.73	73.68	0.00	0.00	11	19
6	18.18	9.09	63.64	90.91	18.18	0.00	11	11
All Grades	11.76	16.05	75.29	81.48	12.94	2.47	85	81

Conclusions based on this data:

1. As TK's multilingual students get older, their written language becomes stronger than their oral language
2. Multilingual students at TK struggle in the Speaking section of the ELPAC.
3. 3rd-grade students continue to increase in overall ELPAC scores.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
591	**81.0**	**13.0**	**0.7**
Total Number of Students enrolled in Temperance-Kutner Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	77	13.0
Foster Youth	4	0.7
Homeless	1	0.2
Socioeconomically Disadvantaged	479	81.0
Students with Disabilities	41	6.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	3.6
American Indian		
Asian	188	31.8
Filipino	6	1.0
Hispanic	298	50.4
Two or More Races	13	2.2
Pacific Islander	2	0.3
White	61	10.3

Conclusions based on this data:

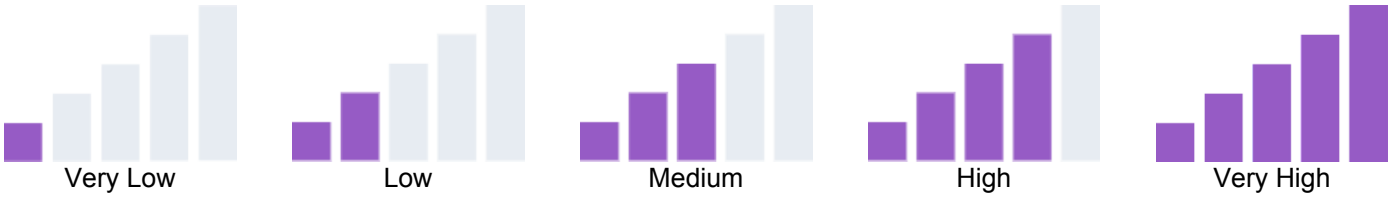
1. TK continues to be a majority minority population.
2. Two of TK's focus sub-groups, Hispanic and Asian, make up a large population of the student population: 82% and 3.6% of the student population makes up TK's African-American sub-group.
3. TK has been consistent with a SED population above 80% and SWD, an ATSI focus group, of 6.9%

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. Chronic Absenteeism is very high at TK and have increased 40% since 2019.
2. Suspension rates are high at TK, but have decreased 1% from 2019.
3. ELA and Math scores are low at TK.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

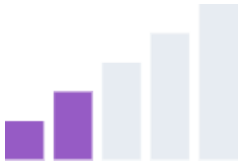
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

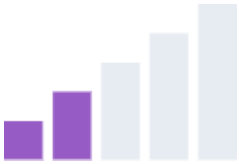
2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Low
13.6 points below standard
327 Students

English Learners



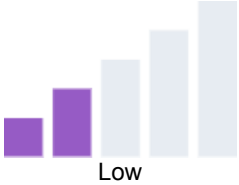
Low
31.2 points below standard
81 Students

Foster Youth

No Performance Level
2 Students

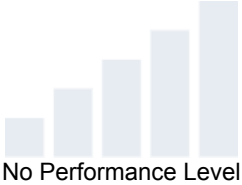
Homeless

Socioeconomically Disadvantaged

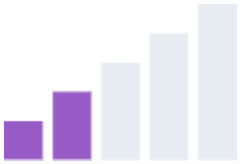


Low
22.2 points below standard
270 Students

Students with Disabilities



No Performance Level
84.2 points below standard
23 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 76.9 points below standard 13 Students		Low 9.0 points below standard 113 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 18.1 points below standard 158 Students	No Performance Level 5 Students	No Performance Level 1 Student	Medium 8.3 points above standard 34 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
57.1 points below standard 51 Students	12.8 points above standard 30 Students	9.8 points below standard 228 Students

Conclusions based on this data:

1. Reclassified English Learners outperform our English-only students.
2. White students make up our highest performing group.
3. SED students scored lower in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

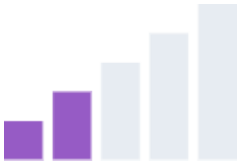
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
31.2 points below standard	41.3 points below standard	2 Students
327 Students	81 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	No Performance Level
	39.9 points below standard	100.0 points below standard
	270 Students	23 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 105.9 points below standard 13 Students		Medium 21.1 points below standard 113 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 35.3 points below standard 158 Students	No Performance Level 5 Students	No Performance Level 1 Student	Medium 19.4 points below standard 34 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
58.1 points below standard 51 Students	12.7 points below standard 30 Students	30.8 points below standard 228 Students

Conclusions based on this data:

1. Overall, TK students scored low in Math.
2. Reclassified students outperform English-only students in Math.
3. White and Asian students are the highest performing group in Math.

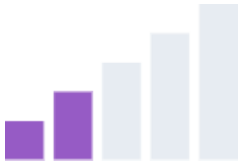
School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low
42.9 making progress towards English language proficiency
Number of EL Students: 70 Students
Performance Level: 2

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.0%	37.1%	0.0%	42.9%

Conclusions based on this data:

1. Approximately 43% of EL students at TK are making progress towards English Language Proficiency.
2. 26 EL students at TK maintained their ELPI level.
3. 30 EL students at TK progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

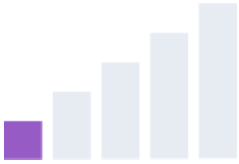
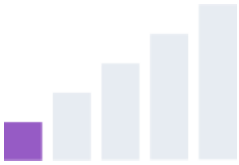
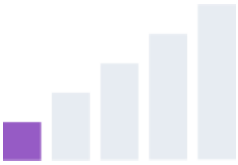
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
40.2% Chronically Absent	36.4% Chronically Absent	Less than 11 Students
629 Students	99 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	43.1% Chronically Absent	54.4% Chronically Absent
3 Students	513 Students	57 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 77.8% Chronically Absent 27 Students		 Very High 26.4% Chronically Absent 197 Students	No Performance Level Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 45.7% Chronically Absent 317 Students	No Performance Level 46.7% Chronically Absent 15 Students	No Performance Level Less than 11 Students 2 Students	 Very High 34.4% Chronically Absent 64 Students

Conclusions based on this data:

1. The majority of TK students are chronically absent; absenteeism rates for SED are 43% and EL are 36%.
2. White, Asian, and Hispanic subgroups have very high absenteeism rates.
3. Students with disabilities, our ATSI group, have a 54% chronic absenteeism rate and have increased 40% since 2019.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

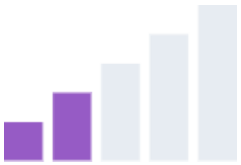
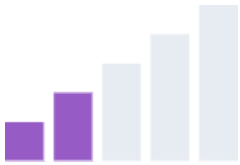
Very High	High	Medium	Low	Very Low
1	3	1	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very Low	No Performance Level
4% suspended at least one day	0% suspended at least one day	Less than 11 Students
645 Students	100 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
Less than 11 Students	4.6% suspended at least one day	6.6% suspended at least one day
3 Students	523 Students	61 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 29.6% suspended at least one day 27 Students		Medium 1.5% suspended at least one day 202 Students	No Performance Level Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 3.4% suspended at least one day 324 Students	No Performance Level 0% suspended at least one day 16 Students	No Performance Level Less than 11 Students 2 Students	 High 6% suspended at least one day 67 Students

Conclusions based on this data:

1. 4% of TK students have been suspended one day and 0% of English Language Learners have been suspended.
2. 6% of White students have been suspended one day, which is the highest rate for any subgroup.
3. Our ATSI focus, SWD, has a very high absenteeism rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 1

In grades K-2, 75% of students will master district assessments for ELA, and in grades 3-6, 50% will meet or exceed ELA standards or have 7% growth from the previous year (43% to 50%).

Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL
All students and subgroups that attend Temperance-Kutner in grades K-6 will participate in achieving the goals and objectives in English Language Arts and Mathematics with the use of technology. The significant subgroups for TK are English Learners (EL), Asians, Hispanics, African Americans, Whites, Special Education students, and Socio-economic Disadvantaged (SED) groups.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS
The following performance gains and expectations at T-K are as measured by the following mandated summative and formative assessments below:

GRADE LEVEL GOALS IN GRADES KINDERGARTEN - SIXTH GRADE:
Grade levels will show growth on progress monitoring exams in ELA and Mathematics. Exams include, but are not limited to, iReady Diagnostic, iCAL, iCAM, District Block Assessments, CAASPP Block Assessments, and end-of-year CAASPP Assessments

SIGNIFICANT SUBGROUP GOALS FOR ENGLISH LANGUAGE ARTS:
Sub-group Goal #1: To increase and show growth in ELA proficiency as measured by district and state-mandated progress monitoring assessments for Hispanic students at Temperance-Kutner Elementary.
Sub-group Goal #2: To increase and show growth in ELA proficiency as measured by district and state-mandated progress monitoring assessments for Socioeconomic Disadvantaged (SEO) students at Temperance-Kutner Elementary.
Sub-group Goal #3: To increase and show growth in ELA proficiency as measured by district and state-mandated progress monitoring assessments for English Language Learners (ELL) at Temperance-Kutner Elementary.
Sub-group Goal #4: To increase and show growth in ELA proficiency as measured by district and state-mandated progress monitoring assessments for Asian students at Temperance-Kutner Elementary.
Sub-group Goal #5: To increase and show growth in ELA proficiency as measured by district and state-mandated progress monitoring assessments for White students at Temperance-Kutner Elementary.

Sub-group Goal #6: To increase and show growth in ELA proficiency as measured by district and state-mandated progress monitoring assessments for Special Education students at Temperance-Kutner Elementary.
Sub-group Goal #7: To increase and show growth in ELA proficiency as measured by district and state-mandated progress monitoring assessments for identified Additional Targeted Support and Improvement (ATSI) African-American students at Temperance-Kutner Elementary.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL
School Administrators and classroom teachers will collect and analyze all data from the following assessments to evaluate progress throughout the year:

- District-mandated ELA assessments (ICAL, ELA Performance Tasks, ELA Block Assessments, iCAM 1 and 2, iReady Diagnostic)
- ELPAC and Benchmark ELD unit assessments for English language learners
- ELA assessments from the core curriculum (Benchmark, McDougal Littell, Holt, Spelling programs, Science, Social Studies, Ready Classroom)
- DRA 2 for fluency, word analysis, reading analysis, and reading comprehension
- Classroom ELA assessments

With the data collected, teachers and administrators will analyze the data in their Professional Learning Communities and use the Data Team protocol to analyze data and set goals for continuous improvement. They will use the goals to drive the instruction in the classrooms and form intervention groups for Response to Intervention purposes

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS
Group data will be gathered to measure academic gains from the following items listed below: - District progress monitoring assessments - Data reports from Illuminate for significant subgroups and grade level data study -Trend data of study for reading, writing, language arts and mathematics standards - Grade level common assessment and benchmark results - ELPAC scores data (overall EL scores, listening, speaking, reading, writing scores) - Benchmark, iReady Classroom, and Collections ELD unit assessments - DRA 2 scores (fluency, word analysis, vocabulary, reading comprehension) - California State Standards assessments and performance tasks results -Teacher on-going documentation of student progress Illuminate reports will be ran and analyzed to measure academic gains. Data driven instruction will come from the analysis along with targeting student in need of intervention work. Students may also be identified through the data for a recommendation into T-K's ASES program, an academic after school club. ASES students receive extra intervention and enrichment through an after school program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IREADY Reading	31%	55%
CAASPP ELA	48%	55%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instruction Strategy
The actions Temperance-Kutner will take to ensure that their English Learners, SED students, Special Education students, and students of significant ethnic groups (identified African-Americans, Asians, Hispanics, and Whites) will make gains which will come from several different strategies. One primary teacher was trained to be a literacy coach. A few additional teachers will be CSI trained to assist in academic sub-group gains. In addition, teachers in grades 2-6 will be trained to implement ListenWise. After reviewing the state and district data from the 2018-19 and 2019-2020 school years, the Clovis East Elementary Schools agreed upon a set of essential standards for each grade level to focus on. The training was offered to TK's staff, such as professional and staff development targeting these essential academic standards. Grade-level teams developed academic calendars to ensure these standards were taught before district and state assessments. These schedules were developed to ensure students would meet the expected outcomes and standards for ELA and Math California State Standards. Consultants were brought in to work with the staff on using the iReady Diagnostic and intervention tool. All TK teachers and students receive the best, most well-crafted, and well-taught lesson. Teachers for all grades will and are creating an engaging lesson, facilitate academic conversations, and use a variety of effective instructional strategies to help students achieve their academic goals. Targeted English Language Development instruction is given in daily meetings and exceeds the minimum state-required time. T-K's team of professionals (teachers, administrators, and classified aides) will work together to continuously improve student learning in English Language Arts, Mathematics, and English Language Development. Teachers are offered supplemental resources to assist with English Language Arts and English Language Development. The purpose of these resources purchased with funds (when funds allow) is to assist with student learning and provide intervention to students who need additional support in reading, writing, language, and mathematics. Teachers, classroom assistants, and intervention teachers work to align standards, targets, instruction, and intervention so all students in T-K's significant subgroups can always be supported. Teachers will strategically use the resources and techniques trained by the school administrators and lead specialists to help with mathematics, reading, writing, language, speaking, and listening. Resources will assist students and teachers with technology/online support and the identified essential standards. Academic vocabulary and structured engagement techniques are critical components to aid teachers with the success of students learning and instruction. Teachers will also attend professional development when funds allow for providing continuous adult learning of the most up-to-date instructional strategies.

Tasks
These are the tasks (included, but not limited to) that T-K school administrators, specialists, and teachers will adhere to support students with learning:

- Professional Learning Communities formed and meet regularly to review student data (weekly).
- Professional Learning Communities use data to drive instruction and interventions (ongoing).
- Data Teams using the data five-step process to collect/analyze data, set goals, and drive instruction (ongoing and weekly).
- Analyze data in PLC and Data Teams to derive the instructional plan for students (ongoing).
- Target English learners performing below proficiency and not meeting state/district average (ongoing).

- Use core curriculum, push-in teachers, BIAs, and supplemental materials, and collaborate with other area grade-level counterparts for best instruction (ongoing).
- Develop a grade level/site curriculum map to guide the school year (ongoing).
- Align lessons to vertical standards articulation and develop learning intentions and success criteria for all essential learning targets. (ongoing).
- Use the district's curriculum map and units of study to guide the school year (ongoing).
- Develop an assessment calendar to allow for goal setting (ongoing).
- Develop a staff development training plan to support teachers with PLC, Rtl, intervention, ELA, Math, and ELD alignment, and California State Standards/instructional needs (ongoing).
- Purchase resources when funds allow supporting teachers with instructional needs and teaching the California State Standards and instruction for all grade levels (ongoing).
- Purchase resources and support students/parents with funds (when funds allow) to enhance the learning of content knowledge, instruction, and objectives. Also, when funds and resources will allow a positive learning experience for grade level students/parents that need the assistance (i.e., Sonora Study Trip, grade level social studies and science ELA content materials and resources, videos, technology, etc.).
- District and school site will support all core curriculum and instructional needs for teaching staff (ongoing).
- Professional learning communities formed to train and develop an understanding of the California State Standards and work to transition and support instruction and student learning (ongoing).
- Ensure that students who can most benefit from extra help are included in our ASES program.

Measures

- District assessments (ongoing, monthly, quarterly, weekly)
- Informal & Formal teacher observations (ongoing)
- Informal & Formal administrative observations (ongoing)
- Monitor Illuminate data for ongoing progress for district assessments (on-going)
- State Formative Assessments (ELPAC and CAASSP)
- Teacher-created assessments (from resources & PLC/teacher developed)
- Professional Learning Communities & Data Teams (ongoing data results, analyses, and goals)
- iReady Diagnostic and Learning Path

Budgeting

- LCAP and LCFF funds will be used to support students primarily by hiring people. Intervention teachers, intervention aides, and classroom aides are used to help with small-group instruction and support.
- Title 1 funds will be used to hire people to support students. Intervention teachers, intervention aides, and classroom aides are used to help with small-group instruction and support.
- Title 1 funds will also be used to make sure that students have the supplies and resources to be successful. A large portion of funding, after hiring people, is used to purchase technology for the classroom. This technology includes but is not limited to student laptops and high-quality teaching tools.
- Title 1 funds are also used to give our student's experiences not provided by the core curriculum. This includes Science Camps (face-to-face or virtual), and other supplemental resources teachers determine are needed for student success.

- Parent Involvement funds are used to keep parents informed and involved in the TK community. We use these funds to give parents opportunities and resources to be a partner in their child's education.
- ASES funds give students extra support and resources for intervention and enrichment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1593.73	LCAP Intervention
35,673	LCAP Supplemental
200,260.78	Title I
5608.19	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

What is working (Effective)
- District iReady, iCALs and iCAMs
- Professional Learning on ALD for CAASPP
- Clarity, Learning Intentions, and Success Criteria
- Consistent Intervention time for Tier 2 and Tier 3
- Built in time for PLC and Data Team processing

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

What is not working (Ineffective)

- Integrating Science and ELA
- Determining targeted instruction to meet needs of all students (Intervention vs Extension)
- Clarity of Tier 1, Tier 2, and Tier 3 responsibilities
- Time for PLCs to plan with push-in intervention teachers
- Clarity of standard progressions

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.

Modification based on evaluation results

- Hired Intervention teacher and TOSA to push in during tier 2 instruction and pull out for tier 3 instruction.
- Use of iReady Diagnostic tool to help students at their level.
- Use of iReady for help in grouping students with like needs, as to target specific skills and standards.
- Extended PLC time on Wednesdays/early release

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 2

In grades K-2, 75% of students will master district assessments for Math, and in grades 3-6, 50% of students will meet or exceed Math standards or have 7% growth from the previous year (37% to 44%).

Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL
All students and subgroups that attend Temperance-Kutner in grades K-6 will participate in achieving the goals and objectives in Mathematics with the use of technology. The significant subgroups for T-K are English Learners (EL), Asians, Hispanics, African Americans, Whites, Special Education students, and Socio-economic Disadvantaged (SED) groups.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS
The following performance gains and expectations at T-K are and as measured by the following mandated summative and formative assessments below:

GRADE LEVEL GOALS IN GRADES KINDERGARTEN - SIXTH GRADE:
Grade levels will show growth on progress monitoring exams in Mathematics. Exams include, but are not limited to iReady Diagnostic, iCAL, iCAM, District Block Assessments, CAASPP Block Assessments, and end of year CAASPP Assessments

SIGNIFICANT SUBGROUP GOALS FOR ENGLISH LANGUGAE ARTS:
Sub-group Goal #1: To increase and show growth in Mathematics proficiency as measured by district and state mandated progress monitoring assessments for Hispanic students at Temperance-Kutner Elementary.
Sub-group Goal #2: To increase and show growth in Mathematics proficiency as measured by district and state mandated progress monitoring assessments for Socioeconomic Disadvantaged (SEO) students at Temperance-Kutner Elementary.
Sub-group Goal #3: To increase and show growth in Mathematics proficiency as measured by district and state mandated progress monitoring assessments for English Language Learners (ELL) at Temperance-Kutner Elementary.
Sub-group Goal #4: To increase and show growth in Mathematics proficiency as measured by district and state mandated progress monitoring assessments for Asian students at Temperance-Kutner Elementary.
Sub-group Goal #5: To increase and show growth in Mathematics proficiency as measured by district and state mandated progress monitoring assessments for White students at Temperance-Kutner Elementary.

Sub-group Goal #6: To increase and show growth in Mathematics proficiency as measured by district and state mandated progress monitoring assessments for Special Education students at Temperance-Kutner Elementary.
Sub-group Goal #7: To increase and show growth in Mathematics proficiency as measured by district and state mandated progress monitoring assessments for identified Additional Targeted Support and Improvement (ATSI) African-American students at Temperance-Kutner Elementary.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL
School Administrators and classroom teachers will collect and analyze all data from the following assessments to evaluate progress throughout the year:

- District mandated ELA and Mathematics assessments (ICAL, iCAM 1 and 2, iReady Diagnostic)
- Mathematics assessments from core curriculum (Benchmark, McDougal Littell, Holt, iReady Classroom)
- Classroom Mathematics assessments

With the data collected, teachers and administrators will analyze the data in their Professional Learning Communities and use the Data Team protocol to analyze data and set goals for continuous improvement. They will use the goals to drive the instruction in the classrooms and form intervention groups for Response to Intervention purposes

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS
Group data will be gathered to measure academic gains from the following items listed below: - District progress monitoring assessments - Data reports from Illuminate for significant subgroups and grade level data study -Trend data of study for reading, writing, language arts and mathematics standards - Grade level common assessment and benchmark results - iReady Classroom - -Teacher on-going documentation of student progress Illuminate reports will be ran and analyzed to measure academic gains. Data driven instruction will come from the analysis along with targeting student in need of intervention work. Students may also be identified through the data for a recommendation into T-K's ASES program, an academic after school club. ASES students receive extra intervention and enrichment through an after school program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math	18%	50%
CAASPP Math	46%	53%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instruction Strategy
The actions Temperance-Kutner will take to ensure that their English Learners, SED students, Special Education students, and students of significant ethnic groups (identified African-Americans, Asians, Hispanics, and Whites) will make gains which will come from several different strategies. One primary teacher will be trained to be a literacy coach. A few additional teachers will be CSI trained to assist in academic sub-group gains In addition, teachers in grades 2-6 will be trained to implement ListenWise. After reviewing the state and district data from the 2019-2020, 2020-2021, and 2021-2022 school years, the Clovis East Elementary Schools agreed upon a set of essential standards for each grade level to focus on. The training was offered to TK's staff, such as professional and staff development targeting these essential academic standards. Grade-level teams developed academic calendars to ensure these standards were taught before district and state assessments. These schedules were developed to ensure students would meet the expected outcomes and standards for ELA and Math California State Standards. Consultants were brought in to work with the staff on using the iReady Diagnostic and intervention tool. All TK teachers and students receive the best, well-crafted, and well-taught lesson. Teachers for all grades will and are creating engaging lessons, facilitate academic conversations, and use a variety of effective instructional strategies to help students achieve their academic goals. The essential area academic standards support the SBAC/CAASSP test in the spring. Resources purchased with funds (when funds allow) assist with student learning and provide intervention to students who need additional support in mathematics. Teachers, classroom assistants, and intervention teachers work to align standards, targets, instruction, and intervention so all students in TK's significant subgroups can always be supported. Teachers will strategically use the resources and techniques trained by the school administrators and lead specialists to help with mathematics and ELA standards. Resources will assist students and teachers with technology/online support and the identified essential standards. Academic, mathematical vocabulary and structured engagement techniques are critical components to aid teachers with the success of students learning and instruction. Teachers will also attend professional development when funds allow for providing continuous adult learning of the most up-to-date instructional strategies.

Tasks
These are the tasks (included, but not limited to) that TK school administrators, specialists, and teachers will adhere to support students with learning:

- Professional Learning Communities formed and meet regularly to review student data (weekly).
- Professional Learning Communities use data to drive instruction and interventions (ongoing).
- Data Teams using the data five-step process to collect/analyze data, set goals, and drive instruction (ongoing and weekly).
- Analyze data in PLC and Data Teams to derive the instructional plan for students (ongoing).
- Target English learners performing below proficiency and not meeting state/district average (ongoing).
- Use core curriculum, push-in teachers, BIAs, and supplemental materials, and collaborate with other area grade-level counterparts for best instruction (ongoing).
- Develop a grade level/site curriculum map to guide the school year (ongoing).
- Align lessons to vertical standards articulation and develop learning intentions and success criteria for all essential learning targets. (ongoing).
- Use the district's curriculum map and units of study to guide the school year (ongoing).
- Develop an assessment calendar to allow for goal setting (ongoing).

- Develop a staff development training plan to support teachers with PLC, Rtl, intervention, ELA, Math, and ELD alignment, and California State Standards/instructional needs (ongoing).
- Purchase resources when funds allow supporting teachers with instructional needs and teaching the California State Standards and instruction for all grade levels (ongoing).
- Purchase resources and support students/parents with funds (when funds allow) to enhance the learning of content knowledge, instruction, and objectives. Also, when funds and resources will allow a positive learning experience for grade level students/parents that need the assistance (i.e., Sonora Study Trip, grade level social studies and science ELA content materials and resources, videos, technology, etc.).
- District and school site will support all core curriculum and instructional needs for teaching staff (ongoing).
- Professional learning communities formed to train and develop an understanding of the California State Standards and work to transition and support instruction and student learning (ongoing).
- Ensure that students who can most benefit from extra help are included in our ASES program.

Measures

- District assessments (ongoing, monthly, quarterly, weekly)
- Informal & Formal teacher observations (ongoing)
- Informal & Formal administrative observations (ongoing)
- Monitor Illuminate data for ongoing progress for district assessments (on-going)
- State Formative Assessments (ELPAC and CAASSP)
- Teacher-created assessments (from resources & PLC/teacher developed)
- Professional Learning Communities & Data Teams (ongoing data results, analyses, and goals)
- iReady Diagnostic and Learning Path

Budgeting

- LCAP and LCFF funds will be used to support students primarily by hiring people. Intervention teachers, intervention aides, and classroom aides are used to help with small-group instruction and support.
- Title 1 funds will be used to hire people to support students. Intervention teachers, intervention aides, and classroom aides are used to help with small-group instruction and support.
- Title 1 funds will also be used to make sure that students have the supplies and resources to be successful. A large portion of funding, after hiring people, is used to purchase technology for the classroom. This technology includes but is not limited to student laptops and high-quality teaching tools.
- Title 1 funds are also used to give our student's experiences not provided by the core curriculum. This includes Science Camp (face-to-face or virtual) and other supplemental resources teachers determine are needed for student success.
- Parent Involvement funds are used to keep parents informed and involved in the TK community. We use these funds to give parents opportunities and resources to be a partner in their child's education.
- ASES funds give students extra support and resources for intervention and enrichment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	LCAP Intervention
20,000	LCAP Supplemental
91581.22	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

What is working (Effective)

- District iCALs and iCAMs
- Professional Learning on ALD for CAASPP
- Clarity, Learning Intentions, Success Criteria
- Consistent Intervention time for Tier 2 and Tier 3
- Built in time for PLC and Data Team processing

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

What is not working (Ineffective)

- Integrating Science and ELA
- Determining targeted instruction to meet needs of all students (Intervention vs Extension)
- Clarity of Tier 1, Tier 2, and Tier 3 responsibilities
- Time for PLCs to plan with push-in intervention teachers
- Clarity of standard progressions

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.

Modification based on evaluation results

- Hiring intervention teachers to push in during tier 2 instruction and pull out for tier 3 instruction.
- Use of iReady Diagnostic tool to help students at their level.
- Use of iReady for help in grouping students with like needs, as to target specific skills and standards.
- Extended PLC time on Wednesdays/early release

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA/Math

LEA/LCAP Goal

Aim 1: Maximize Student Achievement

Goal 3

TK's significant focus groups, Students With Disabilities and English Language Learners will have 20% of students meet or exceed ELA and Math standards on site, district, and/or state assessments.

Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL
Students with disabilities and English Language Learners will increase ELA and Math engagement by decreasing absenteeism rates and suspension rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK's Students With a Disability and EL subgroup will have an increase in parent communication to support academic achievement and decrease absenteeism and suspension rates.

Strategy/Activity

Instruction Strategy
One primary teacher will be trained to be a literacy coach. A few additional teachers will be CSI trained to assist in academic sub-group gains, specifically SWD and ELL. In addition, teachers in grades 2-6 will be trained to implement ListenWise. After reviewing the state and district data from the 2019-2020, 2020-2021, and 2021-2022 school years, the Clovis East Elementary Schools agreed upon a set of essential standards for each grade level to focus on. The training was offered to TK's staff, such as professional and staff development targeting these essential academic standards. Grade-level teams developed academic calendars to ensure these standards were taught before district and state assessments. These schedules were developed to ensure students

would meet the expected outcomes and standards for ELA and Math California State Standards. Consultants were brought in to work with the staff on using the iReady Diagnostic and Intervention tool. All TK teachers and students receive the best, well-crafted, and well-taught lessons. Teachers for all grades will and are creating engaging lessons, facilitate academic conversations, and use a variety of effective instructional strategies to help students achieve their academic goals. Resources purchased with funds (when funds allow) are to assist with student learning and provide intervention to students who need additional support in mathematics. Teachers, classroom assistants, and intervention teachers work to align standards, targets, instruction, and intervention so all students in TK's significant subgroups can always be supported. In addition, administration and teachers will work together to increase engagement as well as assist our community, specifically SWD, to inform/increase communication and offer support to families to decrease absenteeism rates and suspension rates through providing the importance of attendance, repercussions of lack of attendance, and support available for families. Teachers will strategically use the resources and techniques trained by the school administrators and lead specialists to help with mathematics and ELA standards. Resources will assist students and teachers with technology/online support and the identified essential standards. Academic, mathematical vocabulary and structured engagement techniques are critical components to aid teachers with the success of students learning and instruction. Teachers will also attend professional development when funds allow for providing continuous adult learning of the most up-to-date instructional strategies.

Tasks
These are the tasks (included, but not limited to) that TK school administrators, specialists, and teachers will adhere to support students with learning:

- Professional Learning Communities formed and meet regularly to review student data (weekly).
- Professional Learning Communities use data to drive instruction and interventions (ongoing).
- Data Teams using the data five-step process to collect/analyze data, set goals, and drive instruction (ongoing and weekly).
- Analyze data in PLC and Data Teams to derive the instructional plan for students (ongoing)
- Target English learners performing below proficiency and not meeting state/district average (ongoing).
- Use core curriculum, push-in teachers, BIAs, and supplemental materials, and collaborate with other area grade-level counterparts for best instruction (ongoing).
- Develop a grade level/site curriculum map to guide the school year (ongoing).
- Align lessons to vertical standards articulation and develop learning intentions and success criteria for all essential learning targets. (ongoing).
- Use the district's curriculum map and units of study to guide the school year (ongoing).
- Develop an assessment calendar to allow for goal setting (ongoing).
- Develop a staff development training plan to support teachers with PLC, Rtl, intervention, ELA, Math, and ELD alignment, and California State Standards/instructional needs (ongoing).
- Purchase resources when funds allow supporting teachers with instructional needs and teaching the California State Standards and instruction for all grade levels (ongoing).
- Purchase resources and support students/parents with funds (when funds allow) to enhance the learning of content knowledge, instruction, and objectives. Also, when funds and resources will allow a positive learning experience for grade level students/parents that need the assistance (i.e., Sonora Study Trip, grade level social studies and science ELA content materials and resources, videos, technology, etc.).

- District and school site will support all core curriculum and instructional needs for teaching staff (ongoing).
- Professional learning communities formed to train and develop an understanding of the California State Standards and work to transition and support instruction and student learning (ongoing).
- Ensure that students who can most benefit from extra help are included in our ASES program.

Measures

- District assessments (ongoing, monthly, quarterly, weekly)
- Informal & Formal teacher observations (ongoing)
- Informal & Formal administrative observations (ongoing)
- Monitor Illuminate data for ongoing progress for district assessments (on-going)
- State Formative Assessments (ELPAC,CAA, CAASSP)
- Teacher-created assessments (from resources & PLC/teacher developed)
- Professional Learning Communities & Data Teams (ongoing data results, analyses, and goals)
- iReady Diagnostic and Learning Path and/or curriculum per student needs

Budgeting

- LCAP and LCFF funds will be used to support students primarily by hiring people. Intervention teachers, intervention aides, and classroom aides are used to help with small-group instruction and support.
- Title 1 funds will be used to hire people to support students. Intervention teachers, intervention aides, and classroom aides are used to help with small-group instruction and support.
- Title 1 funds will also be used to make sure that students have the supplies and resources to be successful. A large portion of funding, after hiring people, is used to purchase technology for the classroom. This technology includes but is not limited to student laptops and high-quality teaching tools.
- Title 1 funds are also used to give our students experiences not provided by the core curriculum. This includes Science Camp (face-to-face or virtual), and other supplemental resources teachers determine are needed for student success.
- Parent Involvement funds are used to keep parents informed and involved in the TK community. We use these funds to give parents opportunities and resources to be a partner in their child's education.
- ASES funds give students extra support and resources for intervention and enrichment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8588.38	Title III English Learner

100,000	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS 2022-2023:
Subgroup, SWD, and English Language Learners (ELL) will gain academic achievement on district and state assessments through the site's work with the community to decrease absenteeism and suspension rates.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL
School Administrators and classroom teachers will collect and analyze all data from the following assessments to evaluate progress throughout the year: - District mandated ELA assessments (ICAL, Pre/Post ELA assessments, ELA Performance Tasks) - ELPAC and Benchmark ELD unit assessments for English language learners - Grade level ELA chapter and unit assessments - Grade level ELA performance task assessments -Teacher ELA progress monitoring assessments (teacher made ELA assessments) - Ongoing ELA and reading comprehension and vocabulary assessments - Intervention reading programs-iReady Diagnostic and Learning Path.

With the data collected, teachers and administrators will analyze the data in their Professional Learning Communities and use the Data Team protocol to analyze data and set goals for continuous improvement. They will use the goals to drive the instruction in the classrooms for integrated ELD and for designated ELD. An individual EL Folder is maintained for each EL to document pupil progress. ELD progress is documented by mastery of ELD Standards and performance on ELD assessments. Assessment results and student progress toward mastery of the ELD standards shall be documented on the "Student Progress Monitoring" Chart of the EL Folder.
Temperance-Kutner School reclassified English Learners to FEP status when they score at the Level 3 or 4 on the annual ELPAC and meet the district's criteria for transition to English only program (same academic standards that are expected for English only pupils). The criteria for reclassification includes: proficiency on state EL test, proficiency on SBAC, mastery of ELD standards on ELD assessments, teacher input, and parent input. It is highly recommended that the EL site coordinator schedules a meeting with parents to discuss the reclassification criteria, student progress, and student data to seek parent approval for their child's reclassification status. Reclassified students are monitored for at least two years and interventions are provided when needed to target areas of weakness.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS
Group data will be gathered to measure academic gains from the following items listed below: - District progress monitoring assessments (ICAL, performance tasks, units of study for ELA) -Trend data of study for reading, writing, and language arts standards for English Learners - Grade level

common assessment and benchmark results - ELPAC scores data (overall EL scores, listening, speaking, reading, writing scores) - Benchmark and Collections ELD unit assessments - Reading Counts - reading comprehension, reading skills, and reading levels - DRA 2 scores (fluency, word analysis, vocabulary, reading comprehension) - California State Standards assessments and performance tasks results -Teacher on-going documentation of SWD progress - iReady Diagnostic Data
Illuminate reports will be run and analyzed to measure academic gains for English Learners. Data driven instruction will come from the analysis targeting EL students in need of intervention work, which will be implemented during designated English Language Development instruction. EL students may also be identified through the data for a recommendation into T-K's ASES program, an academic after school club, and/or Reading Recovery for additional English Language Development.

Instructional Strategy
After reviewing the state data from the 2021-2022 school year, training was offered to TK's staff such as professional and staff development targeting academic conversations, effective student collaboration, producing student productive work, and many other instructional strategies. This will enable them to teach English Learners to learn and develop the English language to meet the expected outcomes and standards with California State Standards. All TK teachers and students are receiving the very best, well-crafted and well-taught lessons. Teachers for all grades will and are using Structured Engagement, academic conversations, effective instructional strategies, and a variety of effective strategies and expectations to get students to use academic vocabulary and to practice speaking orally. Targeted English Language Development instruction is given each day meeting and exceeding the minimum state required time.

T-K's team of professionals (teachers, administrators, and classified aides) will work together to continuously improve student learning in English Language Development. Teachers were offered and will work collectively to use resources given to them to assist English Language Development. The purpose of these resources purchased with funds (when funds allow) is to assist with EL student learning and provide intervention to EL students who need the additional response to intervention support in English Language Development reading, writing, and language. Teachers, classroom assistants, and intervention teachers work with each other to align standards, targets, instruction, and intervention so all students can be supported at all times.

Teachers will strategically use the resources and techniques trained by the school administrators and lead specialists to help with Learners in reading, writing, language, speaking, and listening. Resources will assist students and teachers with technology/online support, speaking/listening, reading, writing, and language standards. Academic vocabulary and structured engagement techniques are critical components to aid teachers with the success of students learning and instruction. Teachers will also use instructional strategies and resources gathered and trained by the district's coordinator to effectively enhance their instruction for students to develop English proficiency in reading, writing, and language arts.

Tasks
SWD and EL curriculum is designed to facilitate the acquisition of listening, speaking, reading, and writing skills.
SWD Learners will:
1. Achieve proficiency in understanding, speaking, reading, and writing English based off of student needs
2. Receive appropriate ELA and math instruction at the appropriate developmental level of language proficiency.

3. Be assessed in all modes of language (reading, writing, speaking, and listening)
4. Have equal access to a challenging core curriculum
5. Receive activities and instruction that are meaningful and lead to positive self-esteem.
6. Work to make sure that all students who need extra support or time are offered and/or included in the ASES program.
EL Learners will:
1. Achieve proficiency in understanding, speaking, reading, and writing English equal to that of their native English speaking peers as rapidly as possible through instruction that is systematic, articulated, and based on a comprehensive diagnosis of pupil needs.
2. Receive English Language Development (ELD) instruction at the appropriate developmental level of language proficiency.
3. Be assessed in all modes of language (reading, writing, speaking, and listening) as they advance toward full English competence.
4. Have equal access to a challenging core curriculum through Specially Designed Academic Instruction in English (SDAIE) and primary language support as needed.
5. Receive activities and instruction that are meaningful and lead to positive self-esteem and appreciation of their culture and language.
6. Work to make sure that all students who need extra support or time are offered and/or included in the ASES program.

ELD is a part of the daily program for every English Learner. ELD shall be a planned, specific component of the total education of an English Learner. In order to provide appropriate English language instruc,tion, the English Learner's current ELD level must be taken into account. All English Learners shall receive daily ELD instruction targeted to their proficiency levels. For ELD instruction to be effective, the individual needs of the pupil must be addressed through careful planning and implementation. Research shows that a second language is acquired in much the same way as the first. To facilitate the acquisition of English, ELD should be taught in settings where the language is used in authentic contexts and the atmosphere is one of low anxiety. English instruction that is relevant to the pupil and is presented in a pupil-friendly environment promotes the acquisition of English. Tapping prior knowledge helps pupils connect the new language to familiar topics and helps create a low-stress environment that encourages learners to take risks and experiment with language.

The ELD component of all instructional models is research based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP). Time and explicit, direct instruction of academic language are necessary for this development to occur. It may take Els five to seven years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his or her own pace, depending on a multitude of environmental, personal, learning and educational factors.

ELD is a component of all instructional programs designed to serve the needs of English Learners. Further, ELD is taught using a specific curriculum based on the California ELD Standards that addresses the teaching of the English language according to the level of English proficiency of each student. The purpose of ELD is to teach English Learners to communicate effectively in English. ELD provides the foundation for literacy (reading, writing, speaking, and listening) as well as a pathway to the California English Language Arts Standards. The shared goal is to assist students in developing skills to develop cognitive academic proficiency in English. ELD can occur in a variety of settings (e.g., self-contained classroom; flexible grouping, clustering of students at the

same levels). English learners are provided standards-aligned instructional materials. These are state adopted instructional materials in mathematics, science, reading/language arts, and history/social science that are consistent with the content and cycles of the curriculum frameworks and include universal access features that address the needs of Els. The State of California English-language Development (ELD) Standards are designed to supplement the English-language arts content standards and help ensure that Els develop proficiency in both the English language and the concepts and skills contained in the English language arts content standards. The ELD standards are aligned At Temperance-Kutner Elementary School, there is a minimum of 30 minutes daily of designated ELD instruction in grades TK-6. Based on the English Learner's individual needs, ELD instruction is planned by teachers so the pupil will progress through the ELD standards as rapidly and effectively as possible until reclassification. During designated ELD, Els are grouped by EL proficiency levels, so that teachers are able to strategically target students' language learning needs. Designated ELD instruction time is intended to be used as a protected time when Els receive the type of instruction that accelerated their English language and literacy development. Designated ELD must be provided in addition to all core content instruction. Implementation of best EL strategies and processes from SIOP, SDAIE, and Kevin Clark Language STAR. Designated ELD does not replace rich content coursework across the disciplines.

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

Title 3 funds are used to provide a BIA for our EL Students to help with individual support and communication with families.

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.

Measures

- District assessments (on-going, monthly, quarterly, weekly)
- Informal & Formal teacher observations (on-going) -Informal & Formal administrative observations (on-going)
- Monitor Illuminate data for on-going progress for district assessments (on-going)
- State Formative Assessments (ELPAC and CAASSP) -Benchmark interim ELD assessments
- Teacher created assessments (from resources & PLC/teacher developed)
- Professional Learning Communities & Data Teams (on-going data results, analyses, and goals)

The following are duplicated funds that are accounted for in Goal #1

- LCAP and LCFF funds will be used to support students primarily by hiring people. Intervention teachers, intervention aides and classroom aides are used to help with small group instruction and support.
- Title 1 funds will be used to hire people to support students. Intervention teachers, intervention aides and classroom aides are used to help with small group instruction and support.
- Title 1 funds will also be used to make sure that students have the supplies and resources to be successful. A large portion of funding, after hiring people, is used to purchase technology for the classroom. This technology includes but is not limited to student laptops and high quality teaching tools.

- Title 1 funds are also used to give our students experiences not provided by the core curriculum. This includes Science Camp (face to face or virtual), and other supplemental resources that teachers determine are needed for student success.
- Parent Involvement funds are used to keep parent informed and involved in the TK community. We use these funds to give parents opportunities and resources to be a partner in their child's education.
- ASES funds are used to give students extra support and resources for intervention and enrichment.

What is working (Effective):

- School-wide ELD time
- District ELD Assessments Aligned to ELPAC.

What is not working (Ineffective):

- Deployment of ELD instruction.
- Identifying what to target for each student based on Benchmark and ELPAC results

Modification based on evaluation results

- Strategic grouping based on current levels.
- Use of District ELD assessments that align with state assessments.
- Individual conversations with LTEL students, and the expectations and standards that must be met to reclassify, during parent-teacher conferences

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$406,621.39
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$473,305.30

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$391,842.00
Title I Part A: Parent Involvement	$5,608.19

Subtotal of additional federal funds included for this school: $397,450.19

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 ($)
LCAP Intervention	$11,593.73
LCAP Supplemental	$55,673.00
Title III English Learner	$8,588.38

Subtotal of state or local funds included for this school: $75,855.11

Total of federal, state, and/or local funds for this school: $473,305.30

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
LCAP Supplemental	$55,673.00	0.00
LCAP Intervention	$11,593.73	0.00
Title I	$391,842.00	0.00
Title I Part A: Parent Involvement	$6,191.01	582.82
Title III English Learner	$8,588.38	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP Intervention	11,593.73
LCAP Supplemental	55,673.00
Title I	391,842.00
Title I Part A: Parent Involvement	5,608.19
Title III English Learner	8,588.38

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP Intervention	11,593.73
	LCAP Supplemental	55,673.00
	Title I	391,842.00
	Title I Part A: Parent Involvement	5,608.19
	Title III English Learner	8,588.38

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	243,135.70
Goal 2	121,581.22
Goal 3	108,588.38

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

Name of Members	Role
Ginger Hazel	Classroom Teacher
Carmen Garza	Other School Staff
Megan Barbeau	Parent or Community Member
Teneia Padama	Parent or Community Member
Ancelma Barrera	Parent or Community Member
Joyce Wagner	Classroom Teacher
Rosalinda Cruz	Parent or Community Member
Jamie Swisegood	Other School Staff
Shawna Henson	Classroom Teacher
Kelli Hinojos	Principal
Julia Moore	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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Compensatory Education Advisory Committee
	Departmental Advisory Committee
	Other: Megan Barbeau, SSC Chair

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 May 30, 2023.

Attested:

	Principal, Kelli Hinojos on 5/30/23
	SSC Chairperson, Julia Moore on 5/30/23