

School Plan for Student Achievement Temperance Kutner Elementary



7/1/24-6/30/25

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Our parent involvement policy can
be found by clicking [here!](#)

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Temperance-Kutner Elementary School	10621176005920	May 14, 2024	June 12, 2024

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District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) 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.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

Plan Description

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

Within our SPSA we have created a plan that focuses on maximizing achievement for all students. It is our ultimate goal to implement this plan and continue to increase academic achievement and operate with increasing efficiency and effectiveness for all students as well as chronic absenteeism rates for students with disabilities and suspension rates for English Learners. Our plan includes goals around our academic areas of Math and ELA as well as reducing chronic absenteeism rates for all students, as well as the following subgroups: English Learners, Students with Disabilities, Asian, and Hispanic.

Educational Partner Involvement

How, when, and with whom did Temperance-Kutner Elementary 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

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. At our most recent 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. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made:

Continue to provide intervention

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Temperance Kutner Elementary has no Overall Red Indicators.

*Overall Orange Indicators include: ELA and Math

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

The following subgroups have two or more indicators below the all student performance level in the following areas:

*None

Additionally, the following indicators are red on our dashboard for the following subgroups: None

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

Growth in local assessments in ELA and Math.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	18.9 points below standard	2022-2023	33.7 points below standard
2021-2022	13.6 points below standard	2021-2022	31.2 points below standard
2018-2019	9 points below standard	2018-2019	11.8 points below standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	97.2 points below standard	SWD	118.5 points below standard
EL	52.1 points below standard	EL	58.4 points below standard
SED	31.4 points below standard	SED	41.6 points below standard
Hispanic	25.5 points below standard	Hispanic	35.9 points below standard
Asian	12.5 points below standard	Asian	24.7 points below standard
AA		AA	
Two or More Races		Two or More Races	

Annual Review	
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.	
<ul style="list-style-type: none"> • District Local assessments • Professional Learning • Clarity, Learning Intentions, and Success Criteria • Consistent Intervention time for Tier 2 and Tier 3 • Built in time for PLC and Data Team processing 	
Identified Need(s)	

As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

Based on our data analysis and needs assessment, we need to:

*Refine our instructional practices around ELA and math in grades K-6 for all students with special considerations for our English Learners and Socioeconomically Disadvantaged.

*Increase academic supports in language acquisition for our English Language Learners

*Increase academic supports in math for all students, with special consideration for our English Learners and Socioeconomically Disadvantaged.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
			Baseline Data	Expected Outcome
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
In grades K-2, 75% of students will meet their expected growth measured by local ELA assessments. In grades 3-6, 48% of students will meet or exceed ELA standards on state assessments or show growth of at least 8% from the previous year.	G1 A1: PLCs will focus on analyzing student performance data in ELA with an emphasis on identifying students in need of intervention support. PLCs will also focus on first time, best teaching practices for their essential standards.	1. CFA assessment results including diagnostics 2. State and Local EOY assessment results	1. ELA iReady- 51% met their expected growth 2. Listed above	1. ELA iReady- 75% will meet their expected growth 2. 8% increase in overall and in subgroup data
	G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students. Strategies will include: *Intervention staffing support *Additional staffing, including but not limited to, Home School Liaison, Resource Teacher, etc. *BIA support for EL students *Parent Education/Involvement Events	1. Pre and post assessment data from intervention 2. Attendance at intervention 3. iReady Diagnostics in ELA	Baseline data in all 3 areas will be collected in the fall for each individual student	1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days 3. iReady diagnostic data will increase throughout the

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	<ul style="list-style-type: none"> *Additional supplemental resources for EL Students *Supplemental Materials and resources *Technology supports 			year in the area that intervention was provided
<p>In grades K-2, 75% of students will meet their expected growth measured by local math assessments. In grades 3-6, 44% of students will meet or exceed math standards on state assessments or show growth of at least 8% from the previous year.</p>	<p>G2 A1: PLCs will focus on analyzing student performance data in ELA with an emphasis on identifying students in need of intervention support. PLCs will also focus on first time, best teaching practices for their essential standards.</p>	<ol style="list-style-type: none"> 1. CFA assessment results including diagnostics 2. State and Local EOY assessment results 	<ol style="list-style-type: none"> 1. Math iReady- 44% met their expected growth 2. Listed above 	<ol style="list-style-type: none"> 1. Math iReady- 75% will meet their expected growth 2. 8% increase in overall and in subgroup data
	<p>G2 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students.</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> *Intervention staffing support *Additional staffing, including but not limited to, Home School Liaison, Resource Teacher, etc. *BIA support for EL students *Parent Education/Involvement Events *Additional supplemental resources for EL Students *Supplemental Materials and resources *Technology supports 	<ol style="list-style-type: none"> 1. Pre and post assessment data from intervention 2. Attendance at intervention 3. iReady Diagnostics in Math 	<p>Baseline data in all 3 areas will be collected in the fall for each individual student</p>	<ol style="list-style-type: none"> 1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days 3. iReady diagnostic data will increase throughout the year in the area that intervention was provided

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additionally, our SED and EL students may receive transitions supports to help with organization and goal setting.	Goal 1 includes additional supports for our EL students and SED students.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: PLCs will focus on analyzing student performance data in ELA with an emphasis on identifying students in need of intervention support. PLCs will also focus on first time, best teaching practices for their essential standards.	*All Students *ELs *SED *Asian *Hispanic	12212.21 LCAP Intervention 43894.76 LCAP Supplemental 390175.01 Title I 3105 Title I Part A: Parent Involvement 3659.50 Title III English Learner
G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students. Strategies will include: *Intervention staffing support *Additional staffing, including but not limited to, Home School Liaison, Resource Teacher, etc. *BIA support for EL students *Parent Education/Involvement Events *Additional supplemental resources for EL Students *Supplemental Materials and resources *Technology supports	*All Students *ELs *SED *Asian *Hispanic	
G2 A1: PLCs will focus on analyzing student performance data in ELA with an emphasis on identifying students in need of intervention	*All Students *ELs	

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
support. PLCs will also focus on first time, best teaching practices for their essential standards.	*SED *Hispanic *White	
G2 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students. Strategies will include: *Intervention staffing support *Additional staffing, including but not limited to, Home School Liaison, Resource Teacher, etc. *BIA support for EL students *Parent Education/Involvement Events *Additional supplemental resources for EL Students *Supplemental Materials and resources *Technology supports	*All Students *ELs *SED *Hispanic *White	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		Suspension DATA	
2022-2023	20.4% Chronically Absent	2022-2023	3.2% suspended at least one day
2021-2022	40.2% Chronically Absent	2021-2022	4% suspended at least one day
2018-2019	8.5	2018-2019	3.6
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	31.8% Chronically Absent	SWD	4.1% suspended at least one day
EL	14.6% Chronically Absent	EL	5.1% suspended at least one day
SED	21.5% Chronically Absent	SED	3.6% suspended at least one day
Hispanic	23.1% Chronically Absent	Hispanic	3.6% suspended at least one day
Asian	13.8% Chronically Absent	Asian	2.2% suspended at least one day
AA	38.5% Chronically Absent	AA	6.7% suspended at least one day
Two or More Races	35.3% Chronically Absent	Two or More Races	5.6% suspended at least one day

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
This is a new goal for Temperance Kutner Elementary, therefore, no analysis is available.
Identified Need(s)
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
There is a need to streamline communication of attendance policies amongst all stakeholders, as well as increase student and family engagement.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Temperance Kutner will reduce chronic absenteeism rates for all students by 5%.	G2 A1: Streamline communication of attendance policies amongst all stakeholders.	ADA Reports	1. 20.4% chronically absent	1. 15.4% or less chronically absent
	G2 A2: Increase communication to families about independent studies and chronic absenteeism	ADA Reports	1. 20.4% chronically absent	1. 15.4% or less chronically absent
	G2 A3: Increase student and family engagement *utilize a home school liaison *increase communication	ADA Reports	1. 20.4% chronically absent	1. 15.4% or less chronically absent

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our transitions team and home liaison will help support decreasing our chronic absenteeism rates amongst our EL, SED, and SWD subgroups.	Goal 2 includes additional supports for our EL and SED subgroups.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A1: Streamline communication of attendance policies amongst all stakeholders.	*All students *SWD	10000 LCAP Supplemental 3105.28 Title I Part A: Parent Involvement

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A2: Increase communication to families about independent studies and chronic absenteeism	*All students *SWD	28226.57 Title I
G2 A3: Increase student and family engagement *utilize a home school liaison *increase communication	*All students	28226.57 Title I 3659.12 Title III English Learner

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$\$460,157.05
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$526,264.02
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$53,894.76	0.00
Title III English Learner	\$7,318.62	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	\$446,628.15	0.00
Title I Part A: Parent Involvement	\$6,210.28	0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$446,628.15
Title I Part A: Parent Involvement	\$6,210.28
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$452,838.43

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	\$12,212.21
LCAP Supplemental	\$53,894.76
Title III English Learner	\$7,318.62

Subtotal of state or local funds included for this school: \$73,425.59

Total of federal, state, and/or local funds for this school: \$526,264.02

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:

Name of Members	Role
Andrew Manouelian	Principal
Shawna Henson	Teacher
Anna Vaughn-Martinez	Teacher
Erin Prieto	Teacher
Carmen Garza	Other Staff Member
Nathan Peck	Parent Member
Megan Barbeau	Parent Member
Marisa Rios	Parent Member
Joanna Ramirez	Parent Member or Secondary Student
Dora Terrones	Parent Member or Secondary Student

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: SSC and ELAC (if applicable)

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 14, 2024.

Attested:



Principal, Andrew Manouelian on 5/14/24

SSC Chairperson, Megan Barbeau on 5/14/24