

Kings Canyon Middle

10621666006068

Principal's Name: Landon Ailanjian

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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 Fresno Unified. 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.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Landon Ailanjian	X				
2. Chairperson – David May		X			
3. Secretary – Laura Matthews		X			
4. Thomas Grigsby		X			
5. Julia Sanchez			X		
6. Janie Ochoa			X		
7. Jeremy Scott				X	
8. Patshiab Lor				X	
9. Nancy Lopez				X	
10. Carmen Salazar					X
11. Jemma Lamb					X
12. Ryden Ouk					X
13. Kymberly Espino Ortega					X
14. Jonathon Vargas					X
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Kings Canyon Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Landon Ailanjian		5/15/24
SSC Chairperson	Laura Matthews		5/15/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Kings Canyon - 0265

ON-SITE ALLOCATION

3010	Title I	\$105,120 *
7090	LCFF Supplemental & Concentration	\$306,771
7091	LCFF for English Learners	\$86,904

TOTAL 2024/25 ON-SITE ALLOCATION

\$498,795

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$3,504
---	---------

Remaining Title I funds are at the discretion of the School Site Council	\$101,616
--	-----------

Total Title I Allocation	\$105,120
--------------------------	-----------

Kings Canyon Middle 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	0 pts	-45.1 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (African American)	✓		-89.9 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-88.1 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓	31.92 %	33.1 %	2023-2024	34.2 %
SBAC Math - Average distance from standard	✓	0 pts	-106.9 pts	2023-2024	0 pts
SBAC Math - Average distance from standard (African American)	✓		-160.4 %	2023-2024	0 %
SBAC Math - Average distance from standard (English Learner)	✓		-139.9 pts	2023-2024	0 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-116.5 pts	2023-2024	0 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-108.4 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	16.33 %	15.7 %	2023-2024	16.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

SBAC ELA

Key factors contributing to the performance outocmes in SBAC ELA include:

- Started a site wide implementation of what Teacher Clarity looks like in the classroom that will be a common foundation focus of all lessons and learning at KCMS.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Resources to support learning of all students (SBAC ELA/Math)

- 1 to 1 student computers utilizing district approved resources (iReady, Clever, Tutor.com, Khan Academy)
- Grade level common PLT planning time (common preps) for teams and administration, TSA to use student data in the cycle of continuous improvement.

- Engaging students in academic discourse to develop critical thinking, listening, speaking, and writing skills.
 - All classrooms provided intentional opportunities for students to engage in these activities to develop their literacy skills.
- Continuation of the site literacy team as a part of the Sunnyside Literacy Project
 - Our site literacy team was made up of our already formed Instructional Leadership Team. They met monthly to discuss sitewide goals pertaining to our literacy focus.
 - We got rid of sitewide CERs as a common assessment across content areas.
- Identification of high impact instructional strategies and the PLC process
 - PLTs met weekly to discuss student growth and progress toward mastery of essential standards.
 - Used targeted instructional strategies and scaffolds to support student growth of literacy skills.
 - Developed a sitewide data analysis protocol for content PLTs to utilize when discussing assessment data and making instructional decisions.
 - Identification and creation of common lessons, formative and summative assessments, and the use of iReady and District Benchmarks to measure student growth and identification of students gaps in proficiency learning.
- Tutoring opportunities:
 - We did not provide consistent opportunities for students to take part in tutoring.
- Professional learning for teachers:
 - We sent three teachers to Orton Gillingham training so that they could better support our students who need help with foundational literacy skills.

SBAC Math

Key factors contributing to the performance outcomes in SBAC Math include:

- Started a site wide implementation of what Teacher Clarity looks like in the classroom that will be a common foundation focus of all lessons and learning at KCMS.
- Continue our comprehensive tiered system of support with a focus on our English Learners showing growth in Math, as measured by the iReady Diagnostic by utilizing common formative assessments, Smarter Balanced IABs/FIABs, and EdCite assessments.
 - We utilized all assessment forms mentioned in our action to assess our students and used the assessment data to make instructional and intervention decisions. We did not specifically target our EL students in an intentional manner to support their growth in mastery of the math standards.
- Integrate ELD standards and ELD framework into daily lessons.
 - 4 of 7 math teachers attended professional learning provided by the district to teach them to better implement ELD instruction into their own content areas. These teachers brought the learning back to their teams to implement in all math classrooms.
- Integrate literacy skills into math classrooms.
 - Lessons provide opportunities for students to discuss their thinking with peers, as well as to express their thinking in writing.
- Tutoring opportunities for students
 - Tutoring opportunities were not provided in a large scale or meaningful way to our students.
- Support for teachers:
 - All math teachers participated in monthly trainings provided by CIPL math coaches and extensive training from Swun Math around MLD implementation.

- Entire staff attended RP (Restorative Practice Training session provided by district DPI department.
- Use of coteach model in ELA/Math to support SWD students identified for the co-teach model.
- AM-PM tutorial available for all students.

Factors contributing to disproportionality of student academic success:

- In last 2 years KCMS has seen a high turnover of experienced educators due to retirements, promotions, or movement to other educational opportunities.
 - Math team has 4/7 brand new teachers in their first/second year of teaching and the team's combined average years of teaching is 2.5 years. They are just learning how to work as a PLT in identifying essential standards, create formative assessment, utilizing effective checking for understanding, effectively using data to create a cycle of continuous improvement for all learners.
 - ELA has also been impacted with 3/7 teachers being brand new teachers with absolutely no teaching experience what so ever. They are just learning how to work as a PLT in identifying essential standards, create formative assessment, utilizing effective checking for understanding, effectively using data to create a cycle of continuous improvement for all learners.
 - ELA Teacher resigning mid-year with a series of long term replacements who were charged with our EL learners classes.
 - Lack of Teacher Clarity in the classroom.
 - Ineffectual PLT's garnering of student academic data analysis of student academic performance to guide instructional decisions and targeted student academic support.
 - Need for PL focused on high impact strategies and effective use of differentiation and scaffolding in the classroom to meet the diverse needs of all learners.
 - Ineffective or limited use of IAB's, CFA's, and benchmarks to measure student success.
 - Continued professional development in the area of cultural proficiency and creation of culturally relevant conditions for effective teaching and motivation of diverse student populations.
 - Fidelity to use of iReady in ELA/Math during GSP and targeted iReady lessons to support mastery of essential standards in the classroom.
 - Lack of targeted RTI and tutorial opportunities for students. SBAC ELA ((Power BI SBAC Performance)
 - Inability to adequately staff support personnel (paraprofessionals, Tier II specialists) to support SWD and high risk students.
 - Loss of TSA to a promotion.

1. African-Americans 14.6% proficiency
2. EL's 7.1% proficiency
3. SWD 7.5%

SBAC Math (Power BI SBAC Performance)

1. African-American 0% proficiency
2. EL's 2.7% proficiency
3. SWD 1.7% proficiency

- Teachers did not attend math specific professional learning conferences.

EL Reclassification:

- Integrated and designated ELD instruction in ELA classes
 - Our ELA teams focused heavily on integrated ELD in their lesson planning.
- Targeted support through individual and small group learning, and RTI.
 - Teachers utilized small group and cross class groupings during RTI to support our EL students.
- ELD support classes
 - We created two ELD support classes for our newcomer EL students.
- Teacher training and professional learning
 - At least one teacher from each content attended training to learn how to embed ELD instruction into their specified contents and brought that learning back to their entire teams.
 - Our ELD teacher attended Orton Gillingham training to learn how to support our EL students acquisition of foundational reading skills.
- After school tutoring for EL students
 - We did not have EL specific tutoring available to our EL students as a part of our Expanded Learning Program.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Successful use of GSP period to focus on iReady, SEL Development, Second Step lessons.
- Initial rollout of Teacher Clarity work: "4 T's to success: Task, Text, Talk, Takeaway
- Continue site wide focus on Teacher Clarity: PLT growth in effect CCI planning with identified standards with task aligned to the rigor of the standard, criteria for success, intentional academic discourse, and explicit language and vocabulary instruction.
- Inability to staff teaching fellows and paraprofessionals.
- Inconsistent providing of Professional Content planning days for teams to meet and do a deep dive on "Teacher Clarity" and cycle of continuous improvement for student academic success in the classroom.
- Despite training. Staff did not effectively utilize Ed Cite to support and promote student academic success in the classroom.
- Teams did not fully implement the use of IAB's/FIAB's in the core curriculum to measure student mastery of identified essential standards for student mastery for academic success.
- Did not adequately provide targeted tutorial academic support to all students.
- Academic and School culture building incentives were not effectively utilized to increase student academic and sense of belonging engagement and motivation on campus.
- Still in the beginning stages of the KCMS rollout of cultural proficiency and restorative practice model.
- Loss of TSA for most of the year. MTSS/RTI structures were not effectively implemented with target support to each student "By Name-By Need".

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Site will be intentionally focused on identification of essential standards to be taught and monitoring student success in the mastery of those standards. Encompassed in that monitoring will be the use of equity audits to monitor the academic success of disproportionate learning groups to ensure "just in time" academic support that is effective and timely.
- Making sure "Tights" are in place and followed as to grade level norms and expectations for all PLT's in the creation of lesson planning, lesson delivery, continual monitoring of student success through the use of CFA's and

- checking for understanding (especially for EL's, African-American Students, and SWD).
- Effective use of learning benchmarks and metrics (iReady, District/Site Benchmarks, IAB/FIAB's, 3D, Academic Toolkit, Discovery-Dreambox Learning)
- Professional Learning developed by ILT, CCT, and outside consultants groups (3D Learning and Discovery).
- Continued use of GSP to focus on both academic (iReady/Discovery-Dreambox), SEL, and Restorative practices.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1</div> <div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">SSC requests increased tutoring opportunities for students (before, lunchtime, after school). Would like tutoring schedule to be available on the school website, social media and posted throughout the campus.SSC requests increased communication regarding student progress and grades.SSC requests Parent/Teacher conferences a minimum of 2 times per year.</div>	<div>2</div> <div>ELAC:</div> <div><ul style="list-style-type: none">Parents request increased professional development for teachers in order to better support EL students.Parents request professional development be brought to teachers to minimize number of substitute teachers in from of students.Parents request targeted tutorial specifically designed for EL students. Would like an increased focus to be placed on ELPAC strategies to support students with reclassification.Parents request increased communication regarding grades, activities and events on campus. Would like an increased number of personal phone calls be made extending personal invitations to parents when engagement opportunites are available.</div>	<div>3</div> <div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">Staff requests continuing i-Ready through GSP and aligning an incentive program to diagnostics and SBAC in order to promote engagement.Staff requests increased tutoring opportunities and "study hall" opportunities before and after school.Staff requests supplemental contracts so that tutoring may be provided by teaching staff before and after school.Staff requests increased training/professional development on serving EL students.Staff requests mentoring for students.</div>
--	--	--

Action 1

Title: Literacy

Action Details:

Kings Canyon Middle School will ensure that all students have access to grade level English instruction that is aligned to the rigor of the California Common Core ELA/Literacy standards. As a Professional Learning Community, we are committed to engaging daily in intentional academic discourse to develop the listening, speaking, writing and critical thinking skills necessary to be successful academically, as well as professionally. We recognize that the development of literacy skills is the responsibility of all teachers, and the focus of the Sunnyside Regional Literacy Project. ELA PLT will have 1 release day a quarter to collectively plan for student success outside of their weekly PLT meetings. Teachers will leverage board adopted GVC and curriculum to ensure that students have access to grade-level text and tasks that align to the depth of the ELA standards. Site identified identify 3 to 5 consistent high impact instructional strategies, classroom procedures, and routines to promote student mastery learning. Main focus for next year is "Teacher Clarity" in the classroom. Site will focus on professional development by using the Teacher Clarity Playbook. This will continue our beginning steps taken this year of instituting the foundational 4 T's to Success: Task, Text, Talk, and Takeaway. All PLT's will also analyze data with an equity lens towards ensuring all learners have access to an equitable learning opportunity. It is our belief that in order to ensure instruction with high rigor and learning expectations we need to invest in our teachers, para-educator, and peer mentors. Administration, counselors, ILT, and PLT's will continuously monitor iReady, CFA's, and FIAB's/IAB interims, and district benchmarks to monitor to support and drive instruction to meet the individual needs of all students with the outcome of increasing growth and reducing the number of our students who are not proficient on the ELA SBAC. Our PLT accountable communities will use salient student data to support our MTSS/RTI Tier 1, 2, and 3 levels of student support to ensure all learners the opportunity to be academically successful. Our goal is to increase ELA proficiency by double-digit gains and reduce the number of EL students who are disproportionately scoring not proficient. All students will be given both in school and after school tutoring opportunities through AM-PM Tutors, KCMS After School Program, BSU, and content specific targeted tutoring. For teachers, professional learning will be offered through both on-site and off-site professional conferences such as Solution Tree, AVID, Discovery-Dreambox Learning, and 3D Learning specialists. We are entering into consulting contracts with 3D Learning and Discovery-Dream Box to support both ELA and Math targeting EL Learners, African-American Learners, and SWD who have been identified as disproportionally not have achieved academic success at our school last year.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

SBAC ELA On Level or Above

- African American—14.64% -89.9 DFS
- EL—7.1% -88.1 DFS
- Students with Disabilities—7.5% -132.75 DFS

ILT data analysis of iReady Diagnostics and previous year's SBAC to identify strengths and gaps to be addressed.

Use of Smarter Balanced FIAB/IAB and subject matter content specific CFA's: PLCs will calendar quarterly to identify the essential standards to be mastered by all Students using the Data Analysis Protocol document to frame the instructional scope and sequence.

Grade Level yearlong calendaring of CFA's Assessments 4.5 weeks units of time. CFA's, assessment, and data reflections to be disaggregated using an equity audit to look for opportunities for growth and gaps to be addressed.

District Interim Assessment administered in the Fall and Spring to assess student progress toward mastery of essential standards.

Common Formative Assessment Data Monitoring/Administrative data chats with PLCs weekly, ILT Monthly, and teachers quarterly.

Review intervention data with intervention team every two weeks to assess MTSS/RTI tiered levels of support effectiveness.

Classroom walkthroughs using FUSD IPG data for feedback to teachers and PLTs to provide calibration of instructional tasks, text, talk, and assessment of students.

Student academic grades, Student D/F reports broken down by student groupings.

EL data from 3D English/Academic Toolkit/Discovery-Dreambox Learning

Student data from Dreambox/Discovery Learning

Weekly PLC focused data analysis of CFU's and CFA's

School wide and at the administrative level "Move the Needle" documents to monitor progress for I-Ready, FIAB and IAB's for ELA and Mathematics

Owner(s):

Admin Team

Academic Counselors

Teachers

Literacy Teacher on Special Assignment

Professional Learning Team

CFA's, IAB's, and grade level data analysis to be monitored by the Admin and teachers.

Timeline:

- SBAC beginning of year/iReady reports quarterly
- Progress reports week 3 and 6 and grade report week 9 to students and parents
- iReady report after each diagnostic
- Biweekly CFA reports. CFA will use iReady, EdCite, Springboard components, SBAC IAB's/FIAB assessments.
- Spring and Fall administrations of the District Interim Assessment
- 3 Week CFA and IAB/FIAB data analysis through PLT agendas and ILT meetings.
- Quarterly AC data protocols/calendaring
- Regional ILT with Literacy Focus

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tiered systems of support have been and will continue to be developed. Criteria for each tier has been identified and students have been selected that meet that criterion. Site and team strategies and supports have been identified and will be monitored as next steps to assure all students are receiving needed supports. An example of Tier 1 would be all students are able to participate in tutoring after school, Tier 2 students who are still struggling are pulled for small group and given instruction, and Tier 3 students are monitored with an academic counselor, and student has alternative, or ample time, or extended time to learn and complete material.

All RSP students will be enrolled in Co-Teach course in which they will receive ELA support and be progress monitored by their case managers.

- All English Learners will receive 20 minutes of designated ELD instruction based on the ELD standards and framework, as well as integrated ELD instruction within each of their content courses.
- Students will be engaged in reading complex texts daily that are aligned with standards-based tasks to promote increased literacy skills.
- All students instructed in specific reading strategies (close reading) and use of 3-5 consistent instructional strategies, routines, and procedures in all classrooms to promote greater student academic learning.
- Evidence based intervention strategies such as: iReady, EL mentoring with SHS mentors, and AM/PM tutoring.
- RTI built into instructional day to answer questions 3 and 4 of Foundations.
- Supplemental contracts for AM-PM student tutoring in ELA.
- Software/Site licenses to support student literacy and assessment.
- AMD - training and tutors to work with students.
- Increase in engagement strategies and structures to help all students engage in deep learning.
- Substitute for classified employee monthly to prepare and monitor all PL documents and accounting.
- Maintenance. Including, but not limited to, technology, classrooms, school site, student areas, copy machines, etc.
- Materials/Supplies for students and teachers for classroom use and learning needs in support of literacy growth.
- Incentives, rewards, or incentive field trips for students for achievement in literacy.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners by

- Teacher contracts for before and after school tutoring

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds, we plan to support English Learner students by

- Purchasing Dreambox Reading Plus, supplemental reading intervention program with consultant PD.
- Purchasing 3D English with consultant PD.

4. As a site: What are planned actions to support English learner students?

Designated ELD instruction in all English classes grounded in the ELD Standards and framework of a 20 minute duration. Newcomers and those long term ELD learners scoring at a level of 1 for two consistent years on the ELPAC will have an ELD content support class as their elective class. EL support from EL Service in allotment of a .2 ELD support specialist for 1 period for EL intervention. EL afterschool homework help in ASP and content area teacher tutorial. EL ELPAC data chats and goal setting meetings will continue to take place. Preparation meetings will be held by ELPAC coordinators, and site ELPAC training of teachers will continue to familiarize teachers with the structure of the ELPAC exam to embed instructional strategies in their instruction to promote increased academic awareness and skills for our English Learners to pass the ELPAC exam and redesignate. Access to

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- The African American student group is performing at the lowest level in area of English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students by:

- Teacher contracts for before and after school tutoring
- Continued development of cultural proficiency and restorative practice training and cultural responsive development of staff teaching pedagogy.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support African American students by:

- Purchasing Dreambox Reading Plus, supplemental reading intervention program

4. As a site: What are planned actions to support this student group?

The identified low-performing groups are African American students, ELD students, and Students with Disabilities.

Targeted support for EL students will include:

- Content PLT Teacher release days

equipment and software (Rosetta Stone, nearpod, Microsoft TEAMS, Flowcabulary, Padlet).

- Use of Equity Audits
- ELD support class for New Comers and those English Learners who have scored at a 1 on the ELPAC for 2 consistent years.
- Incorporation of Teaching Fellows
- AM-PMtutorial programs with Peer Mentors
- ELPAC Administration substitutes
- Meet with ELA PLT weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- Purchase of Dreambox-Learning, 3D English, Academic Toolkit
- Teacher PD training Orton-Guillingham
- Dedicated Counselor to monitor EL academic progress

Targeted support for African-American Students:

- Dedicated counselor to monitor African-American Academic progress in both ELA and Math as well as Chronic Attendance for early detection of academic struggles to provide prompt academic and social-emotional support.
- African American students will have an SST team, school site team, created by Vice Principal, Academic Counselor, BSU advisor and A4 leadership advisor, progress monitoring and activities/conferences designed to increase academic awareness and performance.
- Counselor, BSU advisor, and A4 support leaders will monitor academic progress and provide instructional strategies to support instruction in core content area.
- AM-PM tutoring
- A4 African-American Acceleration Project for academic advancement and support
- Meet with ELA PLT weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).

Targeted support for Students with Disabilities:

- Meet with English PLT weekly and SPED team Monthly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- Common prep periods for SDC teacher to meet with their specific subject matter content PLC to plan instruction, design lessons, and calibrate student assessment data for next instructional steps or plan specific needed RTI.
- GE and SPED Co-teachers will attend Co-Teach meetings to gain further training on best instructional practices to promote high expectations and rigor in our Co-Teach ELA/Math classes.
- SDC classes in all core subjects with SDC student enrolled in GE electives and PE classes.
- AM-PM Tutorial

Action 2

Title: Math

[Action Details:](#)

Kings Canyon is committed to assuring ALL students continually make academic growth in Math. Our site goal is to see a double digit gain in math on this year's SBAC. Kings Canyon has been identified as an ATSI school due to the academic proficiency of English Language Learners in Math. Only 3% of our EL Learners who have not been fully redesignated are proficient in math. KCMS will continue to implement a comprehensive tiered system of support in Math with a focus on English Language Learners showing growth on iReady Math Diagnostic, math common formative assessment, Smarter Balanced FIAB/IABs, Edcite assessments, and other team created formative and summative assessments to measure student academic growth on all Essential Standards. ELD standards and the ELD framework will continue to be integrated into daily math instruction and part of the focus of the CCI review of student achievement in all Math PLT meetings. Math instruction will also support our regional literacy work with mathematical academic vocabulary and student discourse (explaining thinking and reasoning, discussion, open ended solutions using claim and evidence to support their thinking) being embedded in every lesson. Purposeful explicit writing and academic based language instruction will be present in all classes. Math PLT will have 1 release day a quarter to plan as a team as well as the 3 PLT meeting days allotted each month to PLT's. Tutors and bilingual Peer Mentors will be utilized in both the classroom as well as in our AM-PM academic support programs. It is our belief to do this we need to invest in our teachers with the focus of creating a foundation for success by making sure we have strong first instruction. Early identification of students struggling in math by teachers, counselors, and the Administrative team using SBAC, iReady diagnostic, and classroom assessments will be key to proper placement of students in their math class as well as creating systems of supports for students in our MTSS Tier 1, 2, and 3 levels of student academic and social-emotional support. Math PLTs will continue their MLD work providing a firm structure and routine through the "I Do, We Do, You Do" lesson design. Teachers will closely monitor students to provide corrective instruction and Just in Time scaffolding, and RTI within our Multi-Tiered System of Support. Teachers will be provided support by District Math Coaches, professional development through CIPL, and professional conferences from Solution Tree, UnBound Ed, and Safe and Civil Schools.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
----------------------------------	---	--	---

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

SBAC Math On Level or Above

- **African American—0%; -171.98 DFS**
- Asian—31.3%; -62.61 DFS
- Filipino—100%; 65.00 DFS
- **Hispanic—13.58%; -120.21 DFS**
- Native American/Alaskan—0%; -96.00 DFS
- 2 or more races—13.05%; -66.09 DFS
- Pacific Islander—0%; -57 DFS
- White—8%; -119.12 DFS
- Foster—0%; -125.00 DFS
- **EL—2.87%; -171.60 DFS**
- Redesignated—28.9%; -56.35 DFS
- Students with Disabilities—3.8%; -171.57 DFS
- **Economically Disadvantaged—15.7%; -112.17 DFS**
- Homeless—0%; -127.63

Math Professional Learning Community will focus on identifying the essential standards to be mastered by all students for each unit of study and common formative assessments and summative assessments to measure student growth.

- Four Grounding Questions
- Criteria for student success
- Equity Focused student achievement data analysis
- Creation of bi-Weekly CFU/common formative assessments
- iReady Diagnostic Interim and teach specific assigned iReady lesson data
- SBAC DATA
- Full integration of use of Smarter Balance FIAB/IAB's assessments and interims
- CFA Data analysis
- Quarterly analysis of CER/CFA's data
- Analysis of Student progress reports week 3, week 6, week 9
- ELPAC results/RFEP Monitoring
- Focused student data chats
- Grading: D/F Reports

Administration/ILT

- Administrative CCI (PLT's/Four Grounding Questions)
- Administrative Team IPG walks and calibration on Instruction
- Equity focused academic Data chats with ILT, PLT's, Math Teachers using student academic data from iReady, SBAC, Smarter Balance FIAB/IAB (CFAs/interims), CFA's, and Summative assessments.
- Administration-Regional ILT focus literacy in the classroom across all contents

Owner(s):

Admin Team

Academic Counselors

Teachers

Teacher on Special Assignment

Professional Learning Team

CFA's, IAB's, and grade level data analysis to be monitored by the Admin and teachers.

Timeline:

- SBAC beginning of year/iReady reports quarterly
- Progress reports week 3 and 6 and grade report week 9 to students and parents
- iReady report after each diagnostic
- District Interim Assessments in Spring and Fall
- Biweekly CFA reports. CFA will use iReady, EdCite, MLD/Go Math components, SBAC IAB's/FIAB assessments.
- 3 Week CFA and IAB/FIAB data analysis through PLT agendas and ILT meetings.
- Quarterly AC data protocols/calendar
- Regional ILT with Literacy Focus

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Kings Canyon Middle School's Multi-Tiered Systems of Support continue to develop and evolve to meet the diverse learning needs of all students. Site-wide and team strategies and supports have been identified and will be monitored as next steps to ensure all students are receiving needed supports. An example of Tier 1 would be all students receiving high quality first instruction, Tier 2 students who are still struggling are pulled for small group and given instruction, or given the opportunity to participate in tutoring before or after school, and Tier 3 students are monitored with an academic counselor, parents are engaged in decision making and student has alternative, or ample time, or extended time to learn and complete material.

Evidence based intervention strategies to be utilized:

- Strong good first teaching instruction
- MLD/Swun Math will continue to be the instructional design in all Math Classes.
- iReadyMath Diagnostic and curated My Path lessons for students
- In class strategic interventions for struggling students
- AM-PM tutorial programs
- SAC afterschool program where students have access to and receive targeted instruction from core content teachers.
- Support staff- use of Tutors and Peer mentors in both our classes and AM-PM academic support programs.
- Common Prep period for All contents. SPED Co-Teachers common prep with their academic core teams.
- Math PLTs will be given PL opportunities provided through Solution Tree, Unbound Ed, Safe and Civil Schools, and District Math Coaches

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners by

- Teacher contracts for before and after school tutoring

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds, we plan to support English Learner students by

- Purchasing Dreambox Math Advanced, supplemental math intervention program

4. As a site: What are planned actions to support English learner students?

- High-quality first-time instruction to meet the needs of English Learners focusing on opportunities to engage in academic discussions and opportunity to build acquisition of their new language.
- Utilizing ELD standards and framework with a focus in both integrated and designated ELD instruction with flexible groupings in all Math Classes.
- Continued support for EL Department and utilization of Lab School Keystone Pedagogies to support EL Learners.
- Support with additional resources such as teacher tutors, and peer mentors, EL students will be supported through ELD strategies during the instructional day and during tutoring before and after school.
- Each content area has at least one teacher trained in ELD instruction within their content to disseminate those strategies to their entire team.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- The African American student group is performing at the lowest level in area of Math.
- The Hispanic student group is performing at the lowest level in the area of Math.
- The Socioeconomically Disadvantaged student group is performing at the lowest level in the area of Math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American Students by

- Teacher contracts for before and after school tutoring

With Title I funds we plan to support Hispanic students by

- Teacher contracts for before and after school tutoring

With Title I funds we plan to support Socioeconomically Disadvantaged students by

- Teacher contracts for before and after school tutoring

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support African American Students by

- Purchasing Dreambox Math Advanced, supplemental math intervention program

With 7090 or 7091 funds we plan to support Hispanic students by

- Purchasing Dreambox Math Advanced, supplemental math intervention program

With 7090 or 7091 funds we plan to support Socioeconomically Disadvantaged students by

- Purchasing Dreambox Math Advanced, supplemental math intervention program

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done

by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Targeted support for African American Students:

- Meet with ELA and Math PLTs weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- African American students will have an SST team, school site team, created by Vice Principal, Academic Counselor, BSU advisor and A4 leadership advisor, progress monitoring and activities/conferences designed to increase academic awareness and performance.
- Counselor, BSU advisor, and A4 support leaders will monitor academic progress and provide instructional strategies to support instruction in core content area.
- AM-PM tutoring
- A4 African American Acceleration Project for academic advancement and support
- Dreambox Math Advanced supplemental math intervention program

Targeted support for Hispanic students:

- Meet with Math PLT weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- AM-PM tutoring
- Dreambox Math Advanced supplemental math intervention program

Targeted support for Socioeconomically Disadvantaged students:

- Meet with Math PLT weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- AM-PM tutoring
- Dreambox Math Advanced supplemental math intervention program

Action 3

Title: EL Re-Classification

[Action Details:](#)

With a high percentage of LTEL students (long term English Learners) who have been in our system for five years or longer (157/186), Kings Canyon has a great need to support students toward re-classification. With the support of our districts English Learner Services Department, the LIFT initiative, ongoing professional learning, for Staff and the Sunnyside Region Literacy work, students will develop their reading comprehension, writing, listening, and speaking skills. Opportunities that will be provided to support these bodies of work include:

- PLT's focused on creation of curriculum and lessons embedded in the State's ELD standards with continual monitoring and RTI support for all EL learners.
- Integrated ELD strategies from the ELD standards and framework in all classes with 20 minutes of designated EL instruction in all ELA classes.
- Targeted Individual and small group support.
- Targeted support through RTI.
- ELD support classes for newcomers and LTEL who have scored a 1 on ELPAC for two consecutive assessment cycles.
- Teacher professional training on ELPAC and assessment used to reclassify students to incorporate student skill levels in being successful on the ELPAC assessment.
- Increased number of ELD students in AMD classes to enrich vocabulary through literature, field trips and experiences using ELD standards.

- EL Data Chats with goal setting.
- After school tutoring programs through the Expanded Learning Program, library tutoring focused on language and vocabulary development (Dream Box/English 3D), and the Sunnyside High School ELD peer mentoring/tutoring will be continued with specific actions to increase the enrollment and success of ELD students.
- Individual small group learning implementation in RTI classes and after school tutoring.
- ELD classes designed for EL 1s and 2s, where Teachers will utilize ELD material and the Guaranteed Viable Curriculum (GVC) and utilize Dream Box, Academic Toolkit, and English 3D.
- Springboard ELD along with technology resources including GVC online resources.
- Increased number of ELD students in AMD classes to enrich vocabulary through literature.
- Field trips and experiences using the ELD standards.
- Redesignation/Reclassification recognition celebration (Breakfast/Lunch/Dinner)

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Interim Assessment Monitoring Assessment for SBAC

iReady

ELPAC results, Assessors, other items needed for testing

Supplemental Contracts to support EL language growth and engagement

Common Formative Assessment Data

Grades

Classroom observation data/Walk-through

IPG data - IPG feedback and specific feedback is given to teachers around implementation of that strategy along with look for those 5 strategies.

In partnership with lab school, we identify and monitor the 5 essential strategies that are focused and aligned to the Sunnyside region Literacy Project.

RFEP monitoring forms

Data chats with PLCs/Teachers regarding direct feedback, reflective conversations, PLC meetings, and collected task and assessment data

Materials/Supplies needed for student learning/social emotional growth

Owner(s):

Admin Team

Teachers/Coaching GLA/ Academic Counselor-
monitor grades, tutoring

ELAC

AC Lead Teachers

RCA-Attendance/Parent Involvement

HSL- Parent Involvement

Timeline:

Quarterly monitoring of growth in ELA/math class
determined by grades

Interim Assessment monitoring

iReady Monitoring

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Using our District's Professional Learning Community (PLC) model, our site will establish an English Learners (EL) PLC committee, which will include Administrators, School Counselors, teachers and District support staff. The purpose of the EL PLC team is to work collaboratively to develop and implement interventions to support this subgroup. PLC team members will also redesign our tiered system of support to ensure all EL students receive the appropriate services and support they need to demonstrate growth on the ELPAC to meet the goal of reclassification. Several data points such as grades, I-Ready and SBAC assessment results will be used to identify students for the different tiered levels. Tiered level support services will include the following but are not limited to:

Tier 1

- Implementation of ELD teaching strategies by all teachers
- After school tutorial
- Designated 20 minutes of instructional support in the classroom
- Weekly designated time for I-Ready support
- Participation in Read 180
- Use of Kinsella's academic toolkit
- Utilization of 3D English
- ELPAC preparation
- Peer mentoring with Sunnyside high school students
- Study trips for EL students and their parents to visit college campuses and attend higher education conferences and events

Tier 2

- Small group academic tutoring after school

Tier 3

- SST meeting with student, parent, teachers and School Psychologist to discuss and identify concerns and support services
- Individual check ins with School Counselor for academic monitoring
- Social emotional support from Clinical School Social Worker, if needed

Additionally, our teachers will attend professional learning opportunities to help them further develop their skills and learn new strategies to support our EL students. These learning opportunities will have a direct impact on classroom instruction, which will enhance the academic learning of our EL students. Our site will also use site funds to purchase Rosetta software licenses for our EL students who have been identified as newcomers. The use of this software will help our students further develop their English language skills and will support the direct instruction they receive in their ELD class. Our site will allocate funds to offer supplemental contracts to our teachers to provide after school tutorial. Although this service will be offered to all students at Kings Canyon, Tier 2 EL students will be assigned to a specific teacher in the after-school tutorial program based on their language and literary needs. Teachers providing this service will support and monitor their assigned Tier 2 EL students to ensure they are demonstrating improvement in the areas of listening, reading, writing and speaking. Using formative assessment measures such as practice ELPAC tests and I-Ready progress data, teachers will be able to determine if their students are showing improvement. Site funds will also be used to provide our EL students and their parents the opportunity to attend study trips to visit college campuses and/or attend study trips specifically for our EL students and their parents. As a site, we believe these opportunities will not only expose our EL students to the post-secondary opportunities but can help develop their intrinsic motivation to want to achieve a higher education thus improving their academic skills. More importantly, having our parents attend these trips will create opportunities for parents and students to explore post-secondary options.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners by

- Teacher contracts for before and after school tutoring

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds, we plan to support English Learner students by

- Purchasing Dreambox Math Advanced, supplemental math intervention program
- Purchasing Dreambox Reading Plus, supplemental reading intervention program with PL consultation.
- Purchase 3D English with PL consultation

4. As a site: What are planned actions to support English learner students?

- High-quality first-time instruction to meet the needs of English Learners focusing on opportunities to engage in academic discussions and opportunity to build acquisition of their new language.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

As we work on redesignation our Hispanic student group will be identified and monitored using the Talk Moves strategies and AMD strategies taught by the ELD PL department. Jumpstart program prior to start of year will include all students with goal setting, academic supports, relationships and engagements.

- All teachers will monitor academic progress and provide instructional strategies to support instruction in core content areas.
- Co-teachers will attend content PLC meetings to gain further understanding and align rigor.
- School site team (counselor, VP, and teachers) will work to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our students
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on at need sub groups with cultural proficiency training.
- RCA will support student groups who need additional support/counseling

- Utilizing ELD standards and framework with a focus in both integrated and designated ELD instruction with flexible groupings in all Math Classes.
- Continued support for EL Department and utilization of Lab School Keystone Pedagogies to support EL Learners.
- Support with additional resources such as teacher tutors, and peer mentors, EL students will be supported through ELD strategies during the instructional day and during tutoring before and after school.
- Each content area has at least one teacher trained in ELD instruction within their content to disseminate those strategies to their entire team.

Designated ELD instruction in all English classes grounded in the ELD Standards and framework of a 20 minute duration. Newcomers and those long term ELD learners scoring at a level of 1 for two consistent years on the ELPAC will have an ELD content support class as their elective class. EL afterschool homework help in SAC. EL ELPAC data chats and goal setting meetings will continue to take place. Preparation meetings will be held by ELPAC coordinators, and site ELPAC training of teachers will continue to familiarize teachers with the structure of the ELPAC exam to embed instructional strategies in their instruction to promote increased academic awareness and skills for our English Learners to pass the ELPAC exam and redesignate. Access to equipment and software (Rosetta Stone, nearpod, Microsoft TEAMS, Flowcabulary, Padlet).

Kings Canyon will continue offering PL around EL supports, strategies and ELPAC. Incorporating Talk Moves for teachers and students. Close attention will be given to increasing student discourse for our EL students. Continued access to all components of core content areas, extracurricular and field trip, and incentives for meeting attendance, academic and language acquisition goals. ELs will feel more connected due to RCA and HSL outreach to students and Parents.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0265 Kings Canyon Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs - Monthly Teacher Release Days (Goals 1-5) ** NO IEP's **	17,918.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts (Goals 1-5) ** No IEP's**	13,488.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: English 3-D Site License	25,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Dream Box Discovery - Literacy Site License	11,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology for Student Learning all goals	20,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	49,040.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Subs - Monthly Teacher Release Days (Goals 1-5)	15,940.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies and Student Incentives	100,500.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology for Student Learning all goals	30,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel PL Opportunities (Safe and Civil, Solution Tree, etc.)	20,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copy Machine Lease/Maintenance	10,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Dream Box Discovery - Math Site License	13,400.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Targeted EL Support/ELPAC Test Prep	8,336.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	15,940.00

\$350,562.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	84.77 %	76.1 %	2023-2024	77.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Real World Learning Experience: College and Career Readiness:

- Allocation of 15,000.00 for site wide Restorative Practice Training for staff to develop an equity lens to creating relationships with our diverse student body both in the classroom and on campus.
 - We are in the foundational stages of RP practices (Year 1) and Disciplinary Guidelines (Year 3).
- Allocation for PD for Unbound Ed Conference to attend the standards institute.
- Focus on Teacher Clarity in ILT meetings, new teacher meetings, PLT meetings, and staff meetings with a focus on equity in learning for all students.
 - Initial stages (Year 1) of rollout and site focus.
- Allocations for Teaching Fellows and Peer Mentors were not fulfilled due to cost and lack of availability.
- Incentive events to encourage students to improve academically.
 - Grizzly Bear Bashes were held at the end of each quarter to celebrate students' academic achievement.
 - Quarterly academic awards for GPA and Attendance
 - An end-of-year 4.0 luncheon to celebrate students who received a 4.0 throughout the school year.
 - Results: 62% or all Grizzly students have attained a 3.0 GPA or higher each quarter
 - Attendance is currently at 91.44%
- Academic enrichment opportunities
 - Career Day was held on Friday, April 5th to show students possible future careers they can look into.
 - Peer mentoring was offered to students with peers from Sunnyside High School.
- Multicultural experiences and events
 - We held events to celebrate Dia De Los Muertos, Black History Month, Hmong New Year, and Cinco de Mayo at lunch.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Both students and staff identified the domain of Student-Centered Real-world experiences as a metric of focus for growth. Forty-nine percent of students felt that the lessons they learned in class did not connect to their life contrasting with only 9% of teachers having the same response. Thirty-four percent of students did not feel that school prepares them for life with real-world experiences and 23% of staff concurred with those students' views. Staff also voiced the need to create more collaboration across content boundaries and the ability for student to be able to work on the same project in different classes.

Factors for Inequity:

- All core contents did not get site funded release days for PLT curriculum planning, lesson design, and student work product assessment analysis.
- 30% turnover in teaching staff in last 2 years.
 - Lacking Teacher Efficacy/Student Efficacy
 - Teacher belief they did not have the necessary skills/training to deal with SPED/Diverse student population.
 - Lacking SEL training to effectively handle social-emotional needs of students in their classes.
 - Inconsistent Professional PD in RP/CRT
- 4/7 new teachers in both Math/ELA
 - Brand new to teaching
 - Lacking RP/Culturally Responsive Teaching Experience
- Inconsistent staffing of Paraeducators to adequately support SPED students in SDC and RSP Classes
- Lack of acquiring Teaching Fellows and adequate numbers of peer mentors.
- Inconsistent staffing of ASP program and after school tutoring was disjointed due to hiring of new ASP director.
- Not fully funding PM tutorial contracts with content teachers to support academic progress in the classroom.

- Cultural Diversity Rally
- Student Spirit Rallies
- Pride Day Celebration
- Extracurricular activities
 - We provided and encouraged students to participate in the wealth of extracurricular opportunities we have for them, including sports, clubs, ASB, BSU, eSports, and Tournament of Technology.
 - Extracurricular awards assemblies for clubs and sports to promote Goal 2 student engagement.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Did not fully implement Teacher Clarity rollout. Only started the initial phase of rollout.
- All core contents did not get release days for PLT curriculum planning, lesson design, and student work product assessment analysis.
- 30% turnover in teaching staff in last 2 years.
 - Lacking Teacher Efficacy/Student Efficacy
 - Teacher belief they did not have the necessary skills/training to deal with SPED/Diverse student population.
 - Lacking SEL training to effectively handle social-emotional needs of students in their classes.
 - Inconsistent Professional PD in RP/CRT
- 4/7 new teachers in both Math/ELA
 - Brand new to teaching
 - Lacking RP/Culturally Responsive Teaching Experience
- Lack of Paraeducators to adequately support SPED students in SDC and RSP Classes
- Lack of acquiring Teaching Fellows and adequate numbers of peer mentors.
- After school tutoring was disjointed due to hiring of new ASP director.
- Not fully funding PM tutorial contracts with content teachers to support academic progress in the classroom.
- Student incentives such as the E5 store were inconsistently utilized to be effective in engaging and motivating students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- +Site funded professional learning days for all core subject matter content areas.
 - Focus on identifying essential standards, creation of common lessons, common formative and summative assessments, checking for understanding of student learning, and focused on student performance data audit with an equity lens focused on student learning for all.
- Utilization of PLT+/Teacher Clarity Playbook to continue "Teacher Clarity Rollout".
 - Focus on "Determining the Relevance of Learning"
 - Utilizing "GLEAM" focus for lesson development/lesson development. Are all lesson on Grade level with the proper rigor, engaging/relevant, affirming to ethnic/racial identities of all students, and motivation to create student ownership.
- Fully fill support personal: Para's, peer mentors, NTAs, Teaching Fellows (If not cost prohibitive)

- AM-PM tutorial through ASP/site funds
- Attendance matter campaign will expand to recognize attendance on a monthly basis with weekly checking of attendance to early identify possible attendance issues.
 - Expand rewards program to give E5 tickets to students with good attendance and improving attendance.
 - Pre-registration identification of Chronic attendance students for early targeting to get them involved and connected to the school at the earliest point.
 - Assign those students a Grizzly mentor to monitor and connect to in order to build a feeling of connectivity to the school.
- Create new learning opportunities with expansion of our VAPA program to include Choir and Ceramics.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">• SSC requests increased opportunities for students to explore careers, visit colleges and universities.• SSC requests increased opportunities for students before and after school.• SSC requests increased funding for the expansion of real-world learning experiences (field trips by content and grade level).• SSC requests an increased number of student celebrations and recognition events (Character Counts, Student of the Month etc.).</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• Parents request increased opportunities for student and parents to visit colleges and universities.• Parents request increased, on-site professional development for staff.• Parents request ELPAC test prep sessions for both students and parents.• Parents request additional classroom support for EL students, specifically "newcomers" by way of contracted tutors.• Parents would like increased methods of communication including weekly messages and/or newsletters.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">• Staff requests increased funding be allocated for study trips.• Staff requests college visit offerings be expanded to include more students.• Staff requests increased number of motivational speakers be brought in for students at a school wide level, beyond what is currently being offered to small groups.• Staff requests subject based study trips.• Staff requests funding be allocated for supplies that will be utilized for the completion of cross curricular projects.</div>
--	--	---

Action 1

Title: Student Centered Real World Experiences

Action Details:

Our mission at Kings Canyon Middle School is that all students will be academically, socially, and emotionally ready for high school. On our student climate/culture survey 41% of responding students replied that their classroom lessons were not relateable to their lives and 29% replied that school was not preparing them for real world experiences. It is our action goal that all students will be provided real world experiences that are relevant to engage and provide students the opportunities to develop the skills and competencies needed to be prepared successfully for high school, and eventually college or career. That journey starts with students immersed in a classroom learning environment that is nurturing and supporting of all students and based in real world learning experiences that engage and motivate students to take ownership of their learning. In order to further support the development of real world experiences and skills, we will ensure that all of our core content teachers are given adequate time to work with their PLT's to create curriculum and instruction that embeds real world learning experiences and look for ways to engage in cross-curricular learning projects with core contents. All of our students will also receive our guaranteed counseling services to support academic growth of all students and to make sure to identify and offer support to those student who are currently demonstrating academic success. We will hold multiple events and initiatives at our site to encourage, incentivize and reward our students. These events include quarterly celebrations such as academic and attendance awards, Grizzly Bear Bash, recognition of student growth on the iReady, and 4.0 luncheons. Our academic support resources will include organizing and offering a quarterly after-school tutorial schedule. Supplemental contracts for teachers to assist will be offered. Other academic enrichment opportunities will include a career day, college fair, peer mentoring, college visits, A-G and high school graduation requirement workshops, guest speakers, advisory lessons, and character initiatives.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Curriculum and pedagogy that is culturally responsive and embedded with relevant real world experiences and applications.

Enrollment in CTE elective courses

Student Surveys

SBAC scores in ELA and math

iReady Achievement Data

Equitable grading (D/F Data)

Attendance rates

Agenda monitoring Weekly ASB minutes

Goal 2 Participation Data

E5 Ticket - incentive tickets purchased through graphics, return and exchange of E5 store purchases and drawings. Students are given tickets for Academic, Behavior and Character actions. They exchange these tickets on Friday at the E5 store for small treats and prizes.

AM-PM tutoring attendance

Xello (career assessment) completion

Field Trips

Owner(s):

Teachers

Administration

ILT/PLT's

AC Lead

Counselors

Librarian

Teachers

Clinical Social Worker

Timeline:

Weekly

Monthly

Quarterly grading periods

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Targeted support for EL students will include:
 - Content PLT Teacher release days
 - Use of Equity Audits
 - ELD support class for New Comers and those English Learners who have scored at a 1 on the ELPAC for 2 consistent years.
 - Incorporation of Teaching Fellows
 - AM-PM tutorial programs with Peer Mentors
 - ELPAC Administration substitutes
 - Meet with ELA PLT weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
 - Purchase of Dreambox-Learning, 3D English, Academic Toolkit
 - Teacher PD training Orton-Guillingham
 - Dedicated Counselor to monitor EL academic progress

Targeted support for African-American Students:

- Dedicated counselor to monitor African-American Academic progress in both ELA and Math as well as Chronic Attendance for early detection of academic struggles to provide prompt academic and social-emotional

support.

- African American students will have an SST team, school site team, created by Vice Principal, Academic Counselor, BSU advisor and A4 leadership advisor, progress monitoring and activities/conferences designed to increase academic awareness and performance.
- Counselor, BSU advisor, and A4 support leaders will monitor academic progress and provide instructional strategies to support instruction in core content area.
- AM-PM tutoring
- A4 African-American Acceleration Project for academic advancement and support
- Meet with ELA PLT weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).

Targeted support for Students with Disabilities:

- Meet with English PLT weekly and SPED team Monthly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- Common prep periods for SDC teacher to meet with their specific subject matter content PLC to plan instruction, design lessons, and calibrate student assessment data for next instructional steps or plan specific needed RTI.
- GE and SPED Co-teachers will attend Co-Teach meetings to gain further training on best instructional practices to promote high expectations and rigor in our Co-Teach ELA/Math classes.
- SDC classes in all core subjects with SDC student enrolled in GE electives and PE classes.
- AM-PM Tutorial
- Career Day: Students will be exposed to a variety of careers and learn the necessary steps to obtain such careers.
 - Supplemental contracts for Teachers to assist with the planning of Career Day event
 - Career Day correspondence that acknowledges professional, working experts in their field and their contribution to building a youthful workforce.
- Xello Workshops: Students will explore their interests, learn about career opportunities and develop action steps to achieve their career goal.
 - Incentives for action plans
- College and Career Theme Days: Students will participate in theme days by wearing college, military branch and other post-secondary related apparel. They will engage in powerful discussions with students and faculty members about interests and the divergent ways of obtaining their ultimate career choice.
 - Incentives for participation in College and Career theme day events.
 - Provide lunch time activities that will allow students to develop/practice employability skills
- College visits: Students will be introduced to the expectations of college life, course work, and the admissions process.
 - Provide students with 2 college visits per year
- Motivational Speakers/presenters: Students will hear from 2-3 motivational speakers throughout the academic year, in order to promote a growth mindset.
 - Contract 2-3 motivational speakers throughout the academic year
- AVID, JDA and CTE courses will be offered to support students in Goal 3 including Tutors, related materials, fieldtrips, community partnerships and mentoring.
- Move Up Day supplies such as backpacks, school supplies will be provided.
- All students will be given a lanyard, and agenda to demonstrate career and high school skills.
- Grizzly Bear Bash activities to recognize students who demonstrate good behavior/character and are in good academic standing at the end of every quarter.
- Principal's 4.0 Breakfast/Luncheon to promote high academics and recognize students who have earned a 4.0 at the end of every quarter.
- Recognition of gains big and small. Academic Counselors will send motivational notes and treats to students to recognize gains both big and small every 6 weeks encouraging students to keep up the good work.
- Ethnic Studies elective will be offered to align with Sunnyside High School Ethnic Studies offering as well as increased pathway/elective alignment across all elective offerings.
- Expansion of VAPA with addition of Choir and Ceramics classes.
- Agricultural pathway elective will be offered to align with Sunnyside High School Agricultural Science pathway.
- We will hold multiple events and initiatives at our site to encourage, incentivize and reward our students. These events include quarterly celebrations such as academic and attendance awards, Grizzly Bear Bash, recognition of student growth on the iReady, and 4.0 luncheons.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

All sites are required to speak to how they support English learner students. Sites with English learner students in

red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- Academic growth in ELA and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Targeted support for EL students will include:

- Content PLT Teacher release days
- Use of Equity Audits
- ELD support class for Newcomers and those English Learners who have scored at a 1 on the ELPAC for 2 consistent years.
- AM-PM tutorial programs with Peer Mentors
- ELPAC Administration substitutes
- Meet with ELA PLT weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- Purchase of Dream Box-Learning, 3D English, Academic Toolkit
- Teacher PD training Orton-Gillingham
- Dedicated Counselor to monitor EL academic progress

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English Learners by continuing to allocate funds for ELPAC assessors and targeted EL test prep for the ELPAC.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Content teacher release days for PLT planning and student data analysis.
- Early release days for core content area to focus on Teacher Clarity and PLT+ to design and plan curriculum and lesson design that is based on culturally relevant pedagogy, and culturally relevant by being grade level appropriate with emphasis on creating real world learning experiences that are engaging, affirming to students' racial identities and motivating for students to take ownership of their learning.
- IMSE PD-Orton Gillingham training
- ELD support class for Newcomers and those English Learners who have scored at a 1 on the ELPAC for 2 consistent years.
- AM-PM tutorial programs with Peer Mentors/Afterschool Programs
- ELPAC Administration substitutes
- Meet with ELA PLT weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- Purchase of Dream Box-Learning, 3D English, Academic Toolkit
- Dedicated Counselor to monitor EL academic progress.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Our African-American student population is performing at the lowest level in areas of academic performance in ELA, Math, and the area of Chronic Absenteeism, and suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Targeted support for African-American Students:

- \$30,000 dollars allocated for teacher release days to focus on Teacher Clarity/PLT+ professional development
- \$20,000 dollars allocated for Professional development: Solution Tree, Safe and Civil Schools, and Unbound Ed.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- \$20,000 dollars allocated for Professional development: Solution Tree, Safe and Civil Schools, and Unbound Ed.
- \$5,000 for guest speakers

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Targeted support for African-American Students:

- Early release days for core content area to focus on Teacher Clarity and PLT+ to design and plan curriculum and lesson design that is based on culturally relevant pedagogy, and culturally relevant by being grade level appropriate with emphasis on creating real world learning experiences that are engaging, affirming to students' racial identities and motivating for students to take ownership of their learning.
- Meet with ELA/Math PLT weekly to identify essential standards and discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lessons, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- Dedicated counselor to monitor African-American Academic progress in both ELA and Math as well as Chronic Attendance for early detection of academic struggles to provide prompt academic and social-emotional support.
- African American students will have an SST team, school site team, created by Vice Principal, Academic Counselor, BSU advisor and A4 leadership advisor, progress monitoring and activities/conferences designed to increase academic awareness and performance.
- Counselor, BSU advisor, and A4 support leaders will monitor academic progress and provide instructional strategies to support instruction in core content area.
- AM-PM tutoring
- A4 African-American Acceleration Project for academic advancement and support
- A4 support teacher will monitor academic progress and provide instructional strategies to support instruction in core content area.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0265 Kings Canyon Middle School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout Ethnic Studies (Laura Matthews - 1066955)	13,084.00
G2A1	Sup & Conc	Instruction	Direct Trans			Buses, Study Trips, Real Work Experiences (Goals 1-5)	33,336.00

\$46,420.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		28.8 %	2023-2024	28.2 %
Chronic Absenteeism - Semester 1 (African American)	✓		34 %	2023-2024	33.4 %
Suspension Rate - Semester 1	✓	5.55 %	6.5 %	2023-2024	6.17 %
Suspension Rate - Semester 1 (African American)	✓		12 %	2023-2024	11.67 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		6.8 %	2023-2024	6.47 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		7.9 %	2023-2024	7.57 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Athletics, Arts, Extra Curricular Opportunities:

- Clubs
 - We held a club rush in fall for students to choose clubs they would be interested in.
 - Students sought out adults on campus to run clubs that we did not already offer.
- Sports
 - We offered multiple school sports opportunities for students during all 4 quarters of the year.
 - We did not create an intramural sports program during lunch with teachers and students.
- Mentorship Programs
 - A4 African-American Academic Acceleration Champion
 - BSU Club

Attendance:

- Send Vice Principal and Attendance and Records Assistant to Safe and Civil Conference
 - VP and ARA attended the Safe and Civil Conference and received target training in effective attendance intervention programs for students.
- Communication to families
 - Families are informed of schoolwide attendance initiatives via Parent Square and social media.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Factors contributing to disproportionality of African American, SWD, and Socio-disadvantaged students.

- Failure of provide quarterly release days to core subject matter PLT's to plan.
 - Failure to effectively look at student academic data through an equity analysis model.
 - To analysis and answer the question, "Who learning and who is not? Why?"
 - Lack of a function RTI model for both PLT teams and site wide RTI
- Staff just entering into the initial roll out of RP training and practices to build their cultural proficiency and equity lens.
 - Belief in Teacher efficacy/student efficacy
- 30% new staff to campus with 12 teachers in their first or second year of teaching.
- Inconsistent attendance and meeting between A4 Champion and students.
- Inconsistent BSU meetings.
- No Tier II Support Specialist for the entire year.
- Inability to fully staff our SPED support positions due to a lack of paraeducators in the system.
- Inability to fulfill peer mentors, NTAs, and teaching fellows to support the academic and social-emotional needs of all students.
- Ineffective use of A4 African-American Academy to academically support suspended students of color.

- Attendance alerts are sent to families anytime their student is marked absent.
- Monitoring of attendance
 - Our Home School Liaison works with our ARA to identify students who need home visits to assist them in improving their attendance.
 - Low attendance of parents and students invited to monthly attendance meetings to learn of the importance of school attendance and to set goals for their attendance improvement.
- Grizzly Saturday Academy
 - We did not offer our Grizzly Saturday Academy for students to provide additional academic support.

Social Emotional Supports:

- Utilizing PBIS and Restorative Practices to address student behavior.
 - All teachers were trained in Restorative Practices and the use of circles to promote positive classroom cultures.
- Schoolwide campaigns in support of gaining social emotional skills.
 - Weekly circles built into GSP.
 - Weekly Second Step lessons built into GSP.
 - We did not utilize guest speakers to address the entire school in regard to improving student behavior or building social emotional skills.
- Building school culture
 - Spirit days, dances, movie nights, schoolwide t shirts, and the use of E5 tickets to buy from the E5 store all worked toward building a positive school climate for our students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. Allocation of money to send VP and ARA to Safe and Civil School to create a site-wide attendance matter program to combat chronic attendance issues.
 - Site attendance is currently at 91.44% and chronic attendance of SWD students has decreased 16.8% moving that group this year from red to yellow.
 - We are still combating high levels of chronic attendance for our African American students which directly related to the group's high suspension levels.
2. Site allocation of 15,000.00 dollars for site wide Restorative Practice Training.
 - RP training was delayed training and implementation was delayed due to impending labor impasse and was a late rollout on campus.
3. MTSS/Culture and Climate/DG Guidelines
 - Restorative Justice/District Guidelines for student behavior is in its 3 year of implementation.
 - African Americans and Students With Disabilities are both in the Red on the data dashboard
 - Dominate majority of suspensions are for 48900 (a, b) threats and physical violence towards other students and 48900 (c) use, possession, or furnishing drugs.
 - Site has repeatedly asked for district to help gain the services of Prodigy as a support for our students
 - No Tier II Support Specialist for the year.
4. Academic Support Teams.
 - Inability to provide academic support in the means of Teaching Fellows, peer mentors, and paraeducators had a negative effect on student success and support in the classroom.
 - Inability of district of provide Paraeducators for support of our SPED program. SDC students are zero percent proficient in Math and ELA. Our RSP students are zero percent proficient in Math and 3.1% proficient in ELA. Lack of consistent academic support in the classroom had a significant detrimental effect on student learning.
 - Tutoring

- AM Tutoring was not effective due to students not attending.
- PM tutoring was inconsistent during the after school program and PM tutoring contracts for content teachers was not utilized consistently during the year.
- Peer mentoring was a viable service on campus afterschool during the school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Continue implementation of our Teacher Clarity Initiative focused on creating relevant learning experiences for all students to increase student engagement and student ownership of their learning.
 - Staff Development on Teacher Clarity: Utilizing Learning by Doing/PLT+ Playbook/Teacher Clarity Playbook (Purchase books for staff)
 - Implementation of Unbound Education principal of Culturally Relevant Pedagogy in PLT, ILT, Staff discussions and meetings.
 - Allocation for Quarterly release days for core content focus on Cycle of Continuous improvement focused on student academic data through use of an equity audit lens.
 - Purchase Dream box, 3D English, to support all learners in Math and EL students in English.
 - Counselors will be dedicated to specific group monitoring for both academic success.
2. Climate and Culture
 - Expansion of VAPA offerings in music (Choir) with a .2 allocation for 1 period of choir, a .2 buyout of Art Teacher's prep to split strings sections into a beginning and an advance section, and the expansion of the Arts program (Ceramics) with a .2 buyout of Arts teacher's prep to create a Ceramics class.
 - Supplemental contracts for AM-PM tutoring funding through ASP and our site budget to provide more academic support to all students (targeted students will be identified by teacher for PM tutoring).
 - The expansion of our RP program:
 - to conduct more restorative sessions between students and teachers to build the bond of the critical relationship between the two.
 - reentry meeting for students returning from suspension.
 - better utilization of Transition teacher/RCA to get schoolwork for students being suspended our placed into transition.
 - Admin, CCT, SST teams monitoring of suspensions and support of at-risk students due to suspension/chronic attendance.
 - Expansion of Grizzly Attendance Team to support those students identified as chronic or possibly moving that direction due to current attendance trends.
 - Proactive use of A4 academy for students of color who are suspended from school.
 - Consistency in A4 Champion/BSU and mission of creating a sense of belonging and connectivity of our African American students to their school.
 - Give BSU/A4 the opportunity to direct activities and information during Black History Month
 - Climate and Culture Team focus on more effective use of incentives such as E5 store on a more regular basis.
 - Provide Prodigy services for our students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1</div> <div>SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div><ul style="list-style-type: none">• SSC requests Parent/Teacher conferences a minimum of 2x's per year, to discuss student progress and connect with families.• SSC requests an increased number of community events.• SSC requests an increased number of guest speakers on</div>	<div>2</div> <div>ELAC:</div> <div><ul style="list-style-type: none">• ELAC requests increased targeted support for EL students by way of classroom tutors, before and after school tutorial.• ELAC requests increased funding be allocated for student study trips to colleges and universities.• ELAC requests professional development opportunities be</div>	<div>3</div> <div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">• Staff requests school wide incentives for testing (i-Ready, SBAC, ELPAC).• Staff requests an incentive program to promote attendance.• Staff requests funding continue to be allocated for supplemental contracts to promote increased opportunities</div>
--	--	---

<p>campus.</p> <ul style="list-style-type: none">• SSC requests an increased number of opportunities for students to positively engage on campus (lunch activities, increased club offerings, etc.).	<p>brought to Teachers (on late start or early release days as to avoid placing substitute teachers in front of students).</p> <ul style="list-style-type: none">• ELAC requests increased efforts to communicate with parents/guardians regarding student progress (progress reports every 3 weeks vs. 6 weeks), mailers, phone calls, etc.).	<p>for positive student engagement (clubs, mentors, etc.).</p> <ul style="list-style-type: none">• Staff requests increased multicultural staff and student celebrations to promote sense of belonging.
--	--	---

Action 1

Title: Improving Student Attendance

Action Details:

Regular attendance in school is critical to student academic and social emotional success. Students are encouraged to attend school daily and on time. Student engagement and a sense of connection to school is key to building motivation and student ownership with their academic success. Kings Canyon is currently at a 91.44% attendance rate and in ATSI status for chronic attendance for our African American students, and Students with Disabilities. One of our central foci during the 2024-25 academic year will be to reach our site attendance goal of 95% for all students.

- We will highlight our Attendance Matters campaign daily in announcements during GSP Advisory.
- To promote being on time and in class, we will utilize quarterly recognition of positive attendance with the presenting of attendance awards and E5 tickets for students who had 95% attendance or above as well as students who positively increased their attendance from the previous month.
- As the year progresses and we start to see attendance issues with students, teachers will use the Grizzly adopt a student program to identify those students they will be responsible for having a connection with. Teachers will make positive calls to those students who are absent to touch base and let them know they were missed and an important part of the Grizzly family.
- Using district provided tools (Parent Square/Edu Text) as well as personal phone calls, emails, and mail to notify parents of student attendance on a consistent basis.
- OA and HSL to assist in monitoring of tardies.
- Our HSL will work with our ARA to support families in reducing the numbers of students with chronic absences, increase the average daily attendance (ADA) and assisting students in overcoming barriers to attending school, including connecting students to tutoring, mentoring/counseling and/or medical referral.
- Counselors and teacher mentors will reach out to and conference with students providing support with an emphasis on the importance of attendance and its connection to academic success.
- Prior to the school year, those students who have chronic attendance issues as 7th graders or incoming 6th graders will be identified and monitored to ensure those "at risk" attendance students get connected to the school early.
- Students with chronic absences (Tier 2) will receive bi-monthly progress reports and students that are habitually truant (Tier 3) will be referred to their counselor for an SST.
- All students will participate in advisory lessons around social emotional learning that incorporates Olweus, Safe and Civil and 2nd Step Resources, and site behavior guidelines (E5).
- Counselors will closely monitor students on Independent Study to make sure that students complete IS work remain academically engaged and successful.
- An area of concern at KCMS is the high rates of absences with transfer students to KCMS. In order to effectively address this concern, all transfer students to KCMS and their parents will attend a mandatory student transfer orientation meeting where students and parents will sign a behavior contract outlining the requirements to remain at Kings Canyon and not risk revocation of their transfers.
- We will work closely with our partners at Project Access to monitor student absenteeism with our PA students to provide prompt support before absenteeism become chronic.

Chronic Absenteeism Data: SWD 23.1%; EL's 26.3; African American 28%

Kings Canyon has a responsibility to decrease the total number of and individual recurrences of student suspensions. According to the CA Education Dashboard, we are currently in the Red for African Americans, Students with Disabilities and Socioeconomically Disadvantaged Students. Furthermore, we have English Learners, Hispanic, and Asian students in the Orange. Using knowledge and resources provided by the district and outside professional development around cultural proficiency, restorative practices, and positive behavior intervention and supports, we will implement systems, protocols, and responses to student misbehaviors that focus on repairing harm and seeking restitution as opposed to punishment and consequences. These begin with preventative measures such as reliance on SEL skill building embedded into our Grizzly Support Period class. Student will participate in community building activities and work to develop social skills that foster positive behaviors and actions. When student do engage in misbehaviors that require administrative intervention we will firstly create a space within the reengagement center that allows students a place to deescalate and gather their thoughts before speaking to an administrator, therefore allowing them to be proactive in recognizing behaviors that might get in the way of their success in class, we will utilize the district Discipline Guidelines to make disciplinary decisions as well as to find applicable supports and interventions to move forward and not make the same mistakes multiple times. We will continue use of the reengagement center to positively impact students that are in a temporary alternative day schedule. Teachers will provide our Transition teacher with daily lessons to support students academically while in transition to ensure no learning loss while the student is out of class. Lessons will be posted on teams for access by students and the Transition teacher.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- California school dashboard- Suspension rates
- Use of Power BI to identify students with decreasing attendance.
- HSL will monitor attendance and tardies each day and use the district accountability system
- Participation in Advisory lessons and discipline assemblies
- SSC/ILT/Climate and Culture Team surveys/meeting minutes and agenda
- Teacher surveys
- Parent surveys
- LCAP data
- Will utilize Chronic Absenteeism PowerBI and ATLAS reports to help support with identification of student group trends.
- Climate and Culture Team (CCT) will review schoolwide absence data regularly and take action based on data.
- Holding regular parent attendance meetings to allow for parent input and engaging families will support increased student attendance and decrease suspensions. These meetings will also:
 - Create improved parent understanding of the direct correlation between regular attendance and academic support
 - Facilitate improved parent knowledge of proven strategies for student success
 - Assist parents with practical strategies to improve student attendance
 - Decrease barriers impeding regular school attendance and therefore limiting academic achievement
- Increase accessibility of Goal 2 activities by understanding the barriers that are preventing student participation/attendance in Goal 2 activities
- Providing materials (backpacks. Clothes, school supplies etc.) for identified students experiencing difficulty with attendance
- Visiting campuses and/or school districts that have been identified as providing consistent best practices around effective and seamless integration of Restorative Practices and proactive responses to misbehaviors
- Holding regular T2 and T3 student small group attendance meetings will allow for student input and engaging students will support increased student attendance and decrease suspensions
- Review chronic absenteeism at SST meetings to ensure supports are in place to keep students in school
- Conduct quarterly audit of absenteeism to examine disproportionality and ensure equity of access to supports
- Build upon our GAT (Grizzly Attendance Team) to monitor attendance.
- School wide celebrations and incentives for improvements in attendance on a monthly basis to recognize and reward not only students with good attendance, but also celebrate and recognize those student who have made improvement in their attendance.

Owner(s):

- Administrative Team
- Leadership Team
- Attendance Registrar
- HSL/RCA
- Teachers
- Staff
- Climate and Culture Team
- Parents/Students

Timeline:

- Monitoring periods: Weekly, Bi-Monthly, Monthly, Quarterly
- Grading periods
- Monthly Awards
- Quarterly awards
- Semester Awards assembly
- Monthly celebrations

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Weekly PLC/PLT meetings focused on culturally responsive teaching practices using student academic data to drive instructional decisions and practices to insure equitable outcomes.
- Monthly ILT/CCT/SST meetings to monitor student academic, social-emotional, and engagement data to drive MTSS/RTI decisions on student academic and social-emotional, and connectivity growth.
- Professional development through solution tree, safe and civil schools, and Unbound Ed to develop site and teacher's equity lens.
- Professional development focused on "Teacher Clarity" using the Teacher Clarity Playbook in a whole site book read and professional development program on motivating and engaging all students in the classroom.
- Purchasing Dreambox, Academic Toolkit, to focus on Math, ELA, and vocabulary and literacy development of all students. Utilizing PL from professional consultants.
- Supplemental contracts for AM-PM tutorial contracts, Peer mentors.
- Adult-peer mentor to create feeling of student connectivity to the campus.
- Grizzly Attendance (Grizzly Attendance Team) to identify and make positive connections to students/families when students are absent.
- Daily and weekly attendance data collected in ATLAS with special attention to students for those who flagged as Chronic, Severe, and habitually tardy.
 - Students who are flagged as Chronic or Severe will be given support through individual/group meetings.
- HSL will conduct home visits for the students who have been flagged as Chronic for absenteeism.
 - Home visit logs will help create trust and rapport with our families and students (Tier 2)
- Tier 3 supports are offered with the Clinical Social Worker for severe cases of absenteeism.
 - Students will meet with the Clinical Social Worker for individual counseling.
- Monitoring of monthly perfect attendance and improvement in attendance data.
- Parent Check-ins via phone/text/email

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Math 2.7% proficient, ELA 7.1% proficient

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Student engagement and a sense of connectivity to one's school is key to creating motivation and student ownership over their education that is seen in a student's attendance rate.

- Weekly PLC/PLT meetings focused on culturally responsive teaching practices using student academic data to drive instructional decisions and practices to insure equitable outcomes.
- Monthly ILT/CCT/SST meetings to monitor student academic, social-emotional, and engagement data to drive MTSS/RTI decisions on student academic and social-emotional, and connectivity growth.
- Professional development through solution tree, safe and civil schools, and Unbound Ed to develop site and teacher's equity lens.
- Professional development focused on "Teacher Clarity" using the Teacher Clarity Playbook in a whole site book read and professional development program on motivating and engaging all students in the classroom.
- Purchasing Dreambox, Academic Toolkit, to focus on Math, ELA, and vocabulary and literacy development of all students. Utilizing PL from professional consultants.
- Supplemental contracts for AM-PM tutorial contracts, Peer mentors.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English Learners by creating academic and extracurricular incentives and activities such as E5 store, field trips, clubs, and guest speakers.

4. As a site: What are planned actions to support English learner students?

To meet the needs of our EL students we will provide:

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of Math with no African-Americans showing proficiency and in ELA with only 14.6% of African-American students showing proficiency. African-Americans also have a chronic attendance rate of 28% and a suspension rate of 29.7%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Student engagement and a sense of connectivity to one's school is key to creating motivation and student ownership over their education that is seen in a student's attendance rate.

With Title I funds we plan to support African American students by allocating funds for further professional development in the area of cultural proficiency and culturally relevant pedagogy development.

- Weekly PLC/PLT meetings focused on culturally responsive teaching practices using student academic data to drive instructional decisions and practices to insure equitable outcomes.
- Monthly ILT/CCT/SST meetings to monitor student academic, social-emotional, and engagement data to drive MTSS/RTI decisions on student academic and social-emotional, and connectivity growth.
- Professional development through solution tree, safe and civil schools, and Unbound Ed to develop site and teacher's equity lens.
- Professional development focused on "Teacher Clarity" using the Teacher Clarity Playbook in a whole site book read and professional development program on motivating and engaging all students in the classroom.
- Purchasing Dreambox, Academic Toolkit, to focus on Math, ELA, and vocabulary and literacy development of all students. Utilizing PL from professional consultants.
- Supplemental contracts for AM-PM tutorial contracts, BSU mentors, and A4 African-American Academic success and Leadership programs.
- Peer mentorships

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- *Weekly PLC/PLT meetings focused on culturally responsive teaching practices using student academic data to drive instructional decisions and practices to insure equitable outcomes.*
- *Monthly ILT/CCT/SST meetings to monitor student academic, social-emotional, and engagement data to drive MTSS/RTI decisions on student academic and social-emotional, and connectivity growth.*
- *Professional development through solution tree, safe and civil schools, and Unbound Ed to develop site and teacher's equity lens.*
- *Professional development focused on "Teacher Clarity" using the Teacher Clarity Playbook in a whole site book read and professional development program on motivating and engaging all students in the classroom.*
- *Purchasing Dreambox, Academic Toolkit, to focus on Math, ELA, and vocabulary and literacy development of all students. Utilizing PL from professional consultants.*
- *Supplemental contracts for AM-PM tutorial contracts, Peer mentors.*
- Continued access to all components of core content areas with digital tools to help bridge the language and comprehension gap.
- Extracurricular field trips to provide real-world experiences and connections to classroom learning
- Incentives for meeting attendance, academic, and language acquisition goals. Incentives (assemblies/class prizes) for students with perfect attendance and improved attendance.
- Teacher/Adult mentors will communicate with students in specific language needs to assure the participation and involvement of students. Check-ins on a bi-weekly basis. A message system for student needs and supports.
- Library and Afterschool program tutorial services to support classroom instruction.
- Peer-mentors to supplement the current peer mentor program with SHS.
- Graphics to support good behavior and attendance
- HSL/RCA/Clinical Social Worker Academic Counselors Materials/Supplies/
- Food/Incentives-including mileage for parent/community outreach.

With 7090 or 7091 funds we plan to support African-American student by creating academic and extracurricular incentives and activities such as E5 store, field trips, clubs, and guest speakers.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

To meet the needs of our identified students that struggle with attendance we will:

- *Weekly PLC/PLT meetings focused on culturally responsive teaching practices using student academic data to drive instructional decisions and practices to insure equitable outcomes.*
- *Monthly ILT/CCT/SST meetings to monitor student academic, social-emotional, and engagement data to drive MTSS/RTI decisions on student academic and social-emotional, and connectivity growth.*
- *Professional development through solution tree, safe and civil schools, and Unbound Ed to develop site and teacher's equity lens.*
- *Professional development focused on "Teacher Clarity" using the Teacher Clarity Playbook in a whole site book read and professional development program on motivating and engaging all students in the classroom.*
- *Purchasing Dreambox, Academic Toolkit, to focus on Math, ELA, and vocabulary and literacy development of all students. Utilizing PL from professional consultants.*
- *Supplemental contracts for AM-PM tutorial contracts, Peer mentors.*
- Use the HSL to support them, including home to school incentives
- The SST Team will use the 5x5 grid to assure all students and their parents are engaged in the importance of attendance
- The teacher will monitor academic progress and provide instructional strategies to support instruction in the core content area
- Co-teachers will attend content PLC meetings to gain further understanding and align rigor.
- School site teams will work together to complete a root cause analysis and determine the area of focus for best-supporting students
- The school site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for students
- Caseloads will be created, assigned and monitored by various individuals (A4, VP, AC, etc.). These groups will be supported based upon findings through improvement science
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
- RCA/Clinical Social Worker/Counselors -Materials/Supplies
- Food/Incentives-including mileage for parent/community outreach
- Engagement opportunities will be explored quarterly based on data sources and students will be encouraged and mentored by peers and teachers to build connections.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0265 Kings Canyon Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileage			HSL Mileage	590.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000	Re-Engagement Center/SEL Support	14,871.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000	Re-Engagement Center/SEL Support	59,486.00

\$74,947.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	95.43 %	87.8 %	2023-2024	88.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

The site school increased by 2% points from 86 to 88% from the last staff survey. This score is above the district average of 87%. This score reflects a 2% increase in staff in the last two years and was taken at the height of the possibility of a work stoppage between FTA and FUSD.

Recruitment and Retention

- Staff community building and recognition
 - Meals were provided to staff at all monthly staff meetings to build a sense of community and fellowship.
 - "Fish" were tossed in recognition of teachers doing amazing work by their peers.
 - Monthly recognition of staff member and teacher of the month.
 - Grizzlies demonstrating greatness in promoting academic, SEL, and E5 climate and culture expectations.
 - Staff Buyback Day off site to focus on team/community building.
- Supporting staff growth
 - All staff received continued training and professional learning on cultural proficiency, restorative practices, and teacher efficacy (The site allocated 15,000.00 for whole staff training in restorative justice practices).
 - Held new teacher support meetings to offer support to our newer teachers.
 - We did not get a mentor teacher program up and running this year.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Kings Canyon has made a conscious effort to recruit a more diverse teaching staff that more closely represents the diversity of our student body. However, we are still seeing disproportionality in academic scores, attendance rates, and suspensions for our African-American students. It is a site focus and commitment to creating a learning environment that is culturally accepting of the diverse population of students who make up our Grizzly family.

DATA:

African-Americans 0% proficient in Math, 14.7% proficient in ELA, 28% Chronic attendance, 28% suspension rate

EL Learners 2.7% proficient in Math, 7.1% proficient in ELA

0% of RSP Students proficient in Math, 3.1% proficient in ELA

Factors:

1. Teacher-Student Efficacy.

- 11% of teachers responded that they do not feel the site prepares them to meet their students needs. Staff belief that they do not have the tools/competencies to effectively deal with the following issues:
 - Literacy/Reading Strategies
 - Ability to effectively address what staff perceives as student apathy towards learning.
 - Strategies to effectively teach beginning and intermediate EL students
 - SEL-effectively support students' social-emotional needs.
 - SPED (ED/SDC)-effectively implement those strategies layed out in each student's behavior plan.
- 22% of staff believe students do not have the resilience to overcome challenges in their lives.
- 23% believe that students are not being adequately prepared for life with real-world life experiences.

- 2. Sense of Belonging/Connectivity
 - Only 78% feel valued at the school.
 - 15% of staff felt they did not have an opportunity to be involved in the planning and decision making.
- 3. Change in Faculty
 - 50% staff turnover in ELA/Math in last two years. 4 first year teachers in Math and 3 new ELA teachers with one brand new teacher (2 month) and two in their second year-but first full year of teaching.

Inequality of Resources:

- 1. Professional development in literacy strategies.
- 2. Lack of a Literacy Coach
- 3. Non-viable EL Curriculum besides Rosetta Stone for EL Beginners in the classroom.
- 4. Inadequate PD for dealing with managing student social-emotional behavioral needs and students trauma.
- 5. Initial PD into Culturally responsive teaching and creating culturally responsive climates for learning.
- 6. Failure to adequately obtain paraeducators, peer mentors, and teaching fellows to support teachers and students.
- 7. Did not fully provide the opportunity of release days for all core contents to meet with their teams and do a deep dive on creating and analyzing student data in development of a successful CCI/RTI for student learning and success in all core subjects.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- 1. Our site TSA took another position resulting in being without a TSA for over half the school year resulting in a disconnect with our regional ILT partners and also losing a major source of support to our ILT, PLT's, and new teacher's mentor program.
- 2. Our allocation of \$15,000 to provide restorative justice practices training took three-quarters of the year to be fully completed. The effects of seeing a site-wide shift in every classroom implementing the tenets of grade level curriculum that is engaging, affirming, and motivating to all students is just in its foundational stages that we will continue to build upon to create a learning culturally responsive learning environment that is based in best culturally relevant teaching pedagogies and practices.
- 3. We allocated significant resources to the hiring and utilization of Teaching Fellows. Subsequently however the costs associated with contracting with Teaching fellow was not offset by the benefits we would have received for the financial expenditure. We would only have been able to hire 4 fellow for half a day who would only be present 3 days a week. Master schedule was such that we could not effectively utilize them in the content areas targeted defeating the purpose for hiring them.
- 4. We were unable to both paraeducators and peer mentors to support our SDC and RSP classes negatively affecting some of our least proficient learners who need the most academic and SEL support in the classroom.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Professional development focused on "Teacher Clarity" using the Teacher Clarity Playbook in a whole site book read and professional development program on motivating and engaging all students in the classroom.
 - Explicit focus on teacher clarity in the classroom
 - Creation of world world relevancy to daily instruction
 - Creation for PLB and Cross-curricular linkage in learning
- Weekly PLC/PLT meetings focused on culturally responsive teaching practices using student academic data to drive instructional decisions and practices to insure equitable outcomes.
- Subject matter content PLT release days once a quarter for department planning and focus on student academic data trends to drive CCI for student academic achievement.
- Monthly ILT/CCT/SST meetings to monitor student academic, social-emotional, and engagement data to drive MTSS/RTI decisions on student academic and social-emotional, and connectivity growth.
- Professional development through solution tree, safe and civil schools, and Unbound Ed to develop site and teacher's equity lens.
- One on One checking in meetings with teacher at least once a month to give teachers support and an environment to reflect on their teaching and teaching experience.
- Working with SPED department and Social Emotional support team (School Psychologis/SESS/RP) to present mini-PL on effectively supporting all students in the classroom.
- Purchasing Dreambox, Academic Toolkit, to focus on Math, ELA, and vocabulary and literacy development of all students. Utilizing PL from professional consultants.
- Supplemental contracts for AM-PM tutorial contracts, Peer mentors.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">• SSC requests increased opportunities for community building among staff and the KC community.• SSC requests increased opportunities for staff and student connection outside of the classroom (lawn chair lunch, staff vs. student basketball, soccer, etc.).• SSC requests increased support for new teacher development including mentors.• SSC requests increased opportunities for teachers to conduct peer observations.</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• ELAC requests increased number of opportunities to positively engage with staff (Parent/Teacher Conferences, volunteer opportunities, community events).• ELAC requests funding be allocated for parent communication (mailers, flyers, posters, etc.).• ELAC requests celebration of staff and appreciation events for both staff and students.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">• Staff requests increased New Teacher support (mentors, continue with monthly meetings, etc.).• Staff requests a school wide testing incentive program for ELPAC, i-Ready and SBAC).• Staff requests increased opportunities for professional development.• Staff requests funding be allocated for substitute teachers to allow for classroom peer observations and feedback.• Staff requests funding be allocated for Teacher Planning days.• Staff requests the continuation of staff celebration and recognition events.</div>
--	--	--

Action 1

Title: Recruitment and Retention

Action Details:

Kings Canyon Middle School is committed to ensuring equity and to the recruitment and retention of staff members the reflect the diversity of our community. In order to do so, when seeking out new Staff members, the Kings Canyon

Middle School Team will ensure that interviews are conducted by diverse interview panels. Site Leaders and panelists will work together to ensure the most qualified hires are made and are reflective of our community. To further recruit and retain staff members the site will work with the Climate and Culture and Goal 2 Teams (Climate and Culture Director, Activities Assistants and Spirit Team Leads) to increase Staff engagement on campus.

- Professional development of all staff members to reach the goal of every teacher demonstrating excellence in their teaching pedagogies, becoming an active leader for educational excellence on campus, and by feeling supported, accepted, and a vital part of the Grizzly family.
- Staff community building opportunities will be provided at Staff Meetings and through community events.
- Professional Learning and Development will have staff input on the focus of PL/PD meetings.
- Staff recognition will be increased by “tossing fish” at Staff meetings, utilizing Staff Shoutout Walls, implementing "Thankful Thursday" where Staff members are highlighted weekly over the intercom and posters in the hall, and recognizing a Teacher and Classified Employee each month.

All Staff will continue to receive and expanded professional development on developing their Cultural Proficiency lens in the creation of a classroom learning environment and curriculum that is relevant and accepting of the life and learning experiences and knowledge of all students. Professional Learning opportunities will be provided through conferences which include but are not limited to: Solution Tree, Schools to Watch, Safe and Civil, 3D English, and Dreambox-Discovery Learning, and PLC+ training on teacher clarity. The site will expand on cultural proficiency as it relates to grading by collaborating and creating site wide grading norms. In an additional effort to retain staff, ALL staff members will continue to be assigned to a spirit team, where the goal is to create positive staff to staff relationships, which we believe will positively impact Staff to Student relationships. All staff members will be given a voice through monthly forms check-ins and weekly check-in/drop in hours with the Principal and Site Leaders. In an effort to retain and develop new Teachers, an Administrator, TSA, and Instructional coach will provide the following support:

- Monthly New Teacher Meetings/support
- Mentorship
- Weekly check-ins
- Tier 1 check-ins with Climate and Culture Support Specialist and member of the Climate and Culture Team

With the continued support of a Restorative Practice Counselor Kings Canyon Middle School will work to continue developing as an RP site; with a goal of 100% of staff members utilizing GLEAM strategies to create and engaging learning environment that is accepting, affirming, and supports the positive development of the diverse cultural identities of every Grizzly student.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
<ul style="list-style-type: none">• Staff Surveys• Fall Spring Student Climate Culture Surveys• Pulse Checks• Grades (Progress Reports and Report Cards)• Parent/Teacher Conferences• Family Surveys• Check-in responses	Administration	Monthly PL Meetings
	PLC Leads	Monthly ILT Meetings
	Climate and Culture Team	Weekly Spirit Challenges
	Spirit Leads	Monthly "Check Ins"
	Social Emotion Support Team/Academic Counselors	Weekly "Check Ins"
	RP Counselor	
	Climate/Culture Specialist	

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- **Student Academics:**
- Site Wide Restorative Practice Training
- Cultural Proficiency PL/Training
- Additional, paid PLC time for planning an evaluating student data

- **Student Centered and Real-World Learning:**
- Peer observation opportunities
- Substitutes for conferences and regional collaboration opportunities
- **Student Engagement:**
- Climate and Culture Team Support
- PL designed around Safe and Civil School practices
- Conference opportunities including Safe an Civil and Solution Tree
- Restorative Practice PL

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Kings Canyon will continue to incorporate Talk Moves for teachers and students. Site Leads and EL Site Reps will work closely with the ELA Team to ensure successful implementation of the LIFT initiative. Staff PL will continue to be provided on EL strategies, with designated sitewide PL's that will focus on the ELPAC and supporting students with each component on the ELPAC. Close attention will be given to increasing student discourse of EL students. Continued access to all components of core content areas including tutorial, extra-curricular and study trip opportunities will be provided. Students will be provided incentives for meeting attendance goals as well as language acquisition goals. EL students will also feel more connected due to targeted after school support with a contracted Teacher and monthly check-ins with the EL site Rep and Academic Counselor. The HSL will continue to assist Teachers with translation and parent communication as needed.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- The Staff and site leaders will continue to receive PL around cultural proficiency, Restorative Practice and Safe and Civil Schools.
- RCA will support student groups who need additional support/counseling.
- Clinical Social Worker, Restorative Practice Counselor and Tier 2 Specialist will support the SEL needs of students.
- Academic Counselors will provide guaranteed services to students including academic chats, SEL lessons, and goal setting and monitoring.
- All students will have access to tutoring before/after school through contracted Teachers, the Expanded Learning Program and tutor.com.
- The Climate and Culture team will support Teachers with Tier 1 behaviors by creating Advisory lessons that highlight SEL, site wide norms and guidelines for success.
- Climate and Culture Specialist will provide Tier 1 support to individual Teachers on a weekly basis.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0265 Kings Canyon Middle School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Travel			Travel PL Opportunities	20,000.00

\$20,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	94.03 %	88.9 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Kings Canyon Middle School fell short of the target percentage (94.03%) of parents responding favorably on the Fall Climate and Culture Survey, in the Family Engagement domain. The actual percentage achieved was 89%.

Parent Engagement Center - Due to unforeseen construction, the "Parent Engagement Center" did not open in the Fall as anticipated, however a space has been dedicated and will soon be available to parents.

Family Engagement Hour - An average of 20 parents were present at each monthly family engagement meeting, with 72 parents/guardians having attended at least one meeting throughout the school year. A variety of topics were covered including but not limited to the following: attendance, cyber safety, social/emotional learning, and ATLAS use/navigation. Family engagement meetings were facilitated by the Home School Liaison, Site Administrators and members of the Social Emotional Support Team. Family members who attended meetings were provided with resources, and KC swag bags that included the following: hats, t-shirts, notebooks, pens, coffee cups and binders to store handouts. Raffles were held at every meeting for family members in attendance and various prizes were given.

Supplemental Contracts allocated to Teacher to provide parent trainings - Funding was allocated for Teacher supplemental contracts, however no additional parent trainings were offered outside of training provided at family engagement meetings.

Parent/Teacher Conferences - Conferences were not scheduled for every student in the fall and spring as originally planned. Conferences were offered to parents on an "as needed" basis, with very few having taken place.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Kings Canyon Middle School is committed to creating and maintaining a positive partnership with the guardian of every grizzly student. However, we unfortunately, fell short of our target of 94.03% of parents/guardians responding favorably on the Fall Climate and Culture family survey.

Factors:

1. Limited Outreach.

- 96 parents/guardians responded to the Fall Climate Culture Survey. A relatively low number when compared with number of students enrolled (900+). In response to the survey question that reads "what is your child's race/ethnicity?" the following responses were provided:
 - Asian
 - Hispanic or Latino
- Increased efforts are needed by way of personal phone calls, mailers, flyers, and communication via social media, Parent Square and other communication platforms to garner voice from an increased number of parents/guardians representative of all student groups.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Our goal was to have our parent engagement center ready by the end of the Winter semester. Due to construction in Room 2 we had to hold off on the remodeling due to having to use Room 37 as a learning center that was lost due to Room 2 being closed until this April.
- With the impending possibility of a work stoppage, parent-teacher conferences were not scheduled in the Winter semester.
- We had to split our academic awards ceremonies into a 7th grade event and an 8th grade event due to the number of parents who attended both awards showcases. It is the first time since the Covid pandemic we have seen a large return of our parents to our site showing the impact of our yearlong campaign to make our parents feel a part of our Grizzly family.
- We saw an uptick in parent involvement in our parent engagement meetings.
- An area of concern was the connection with our parents of our chronic attendance students.
 - We still are working to get more parents involved in our Chronic attendance meetings.
 - We could not fill our 3.5 hour Home School Liaison position so it was not funded for the next school year.
 - The lack of a viable and functioning SARB office has seriously had a detrimental effect on our campaign to combat chronic attendance in our students. That fact combined with understaffing of Project Access program created a tremendous strain on our site to effectively combat chronic attendance issues.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Implementation of both Fall and Spring parent-teacher meetings.
2. Open House/Back to School nights will focus on parent turnout and incentivize the events by providing food for families that attend.
3. Parent engagement opportunities: Pastries with the Principal, Donuts with Dad, Muffins with mom, EL redesignation lunches with families.
3. Use social media to promote all school events and personal phone calls, emails, Parent square messaging to connect with families to create greater student turnout.
4. Parent Suggestion box at school and dedicated phone line for parents to make suggestions and requests of their school.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- SSC requests increased community and family engagement events.
- SSC requests in person Parent/Teacher conferences at a minimum of two times per year.
- SSC requests increased methods of parent communication (mailers, fliers, posters at pick-up/drop-off locations).

2 ELAC:

- ELAC requests increased methods of communication including personal phone calls when school events are taking place.
- ELAC requests an increased number of community events (family nights, campus beautification, student showcases, etc.).
- ELAC requests increased college visits and study trips.
- ELAC requests volunteer opportunities for parents.
- ELAC requests translation be provided on all correspondence (Spanish and Hmong).

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Staff requests supplemental contracts to support parents with navigating ATLAS and other resources as well as parent learning sessions.
- Staff requests an increase in family and community events.
- Staff requests Parent/Teacher Conferences at a minimum of two times per year.

Action 1

Title: Parent Engagement

Action Details:

Kings Canyon Middle School is committed to creating and maintaining a positive relationship/partnership with the parent/guardian of every Grizzly student. We will achieve this by increasing inclusive opportunities for families to engage in their students education. We believe parent connectivity is key to student academic and social-emotional growth. We have seen an increase in "Family Engagement" on the Spring Climate Culture Survey. Survey results indicate that 92% of parents who completed the survey responded favorably, compared to 72% in the Fall of 2021. We plan to continue increasing family engagement by increasing the number of opportunities and events for parents and families to positively engage on our campus. Opportunities and events will include Parent/Family Nights, Increased number of student celebrations, and increased communication through Parent Square, the Kings Canyon Middle School Website, and all social media platforms. To ensure parents feel welcome on campus, we are designating an on campus space specifically for parents. This space will be deemed the "Parent Engagement Center." The "Parent Engagement Center" will serve many functions, and hold resources that will be purchases specifically for parent use:

- Computers and a printer to check/print student's grades, email Teachers etc.
- KCMS news and upcoming events information "Grizzly Growler" monthly newsletter.
- Sports/club information/schedules
- High school graduation and A-G requirement information.
- Parents suggestion box, where parents will have an opportunity to ask questions and leave suggestions and ideas.
- Community resource information and opportunities to meet with various community organizations including Barrios Unidos, PATH, and Stone Soup.

On a monthly basis, parent learning opportunities will take place in the Parent Engagement Center. Learning opportunities will include:

- Coffee Hours
- ELAC Meetings
- School Site Council Meetings
- "Check in with the Principal"
- "Chat With Your Students' Academic Counselor"
- "Meet the Social/Emotional Support Team"

Supplemental contracts will be provided to Staff/Teachers to provide Parent trainings on various topics and programs including:

- ATLAS/TEAMS
- iReady
- Parent Square
- Let's Talk
- SORA
- Springboard
- Tutor.com
- Go Math

Kings Canyon Middle School is also reinstituting the use of Parent-Teacher conferences in the Fall and Spring Quarters to provide even more feedback and connection to our families concerning their students academic progress. We will also increase the number of Family responses on the Fall/Spring Climate Culture Surveys by making personal phone calls to parents informing them of the survey and hosting a "Parent Night" where computers are available for survey completion. This will be done to ensure parent voice is garnered when making decisions to improve our School culture, campus and community.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
----------------------------------	---	--	---

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Parent/Teacher Conference Data/Participation
- Parent Engagement Center Visitation Log
- Monthly Parent Learning Attendance and feedback (Coffee Hour, Parent Nights, Principal Check-Ins, Parent University, etc.)
- Survey Data collected at events
- Parent/Family/Student Surveys
- Parent Check-Ins (Microsoft Forms)
- Social Media Footprint (Instagram)
- Fall/Spring Climate Culture Surveys

Owner(s):

Site Administrators

RCA
HSL

Academic Counselors

Social/Emotional Support Team

Teachers

Timeline:

Monthly - (Check in's and event participation)

Daily/Weekly - via sign in log, hits on social media, Check-In Forms response rates.

Parent/Family/Student Survey results- Fall/Spring

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- **Student Academics:**
- Before/After School tutoring via the Expanded Learning Program, Teachers who will be paid via supplemental contracts and tutor.com
- Parents will have access to the "Parent Engagement Center" where they can access/print student grades
- Reestablish the use of parent-teacher conferences in the Fall and Spring
- Opportunities to meet with their students Academic Counselor will be provided
- Opportunities to meet with the Principal will be provided
- Teachers will provide parent learning opportunities designed to teach parents how to support their students on various technology platforms and in core content classes
- **Student Centered and Real-World Learning:**
- Access to resources around high school graduation and A-G requirements
- College and trade/vocational school information.
- Restorative Practice Lessons/Second Step Lessons to build positive classroom/climate community and social-emotional support and strategies
- Future Farmers of America Elective Pathway aligned to Sunnyside High School FFACTE Program
- Study trips/college visits provided to students
- Conferences offered to parents (i.e. Fresno State Feria)
- College visits offered to parents (Fresno State and UC Merced)
- **Student Engagement:**
- Parents will be provided increased opportunities to engage in their students learning through the Parent Engagement Center
- Parent "swag" will be available in the form of bumper stickers, coffee mugs, hats, t-shirts etc.
- Increased communication will occur by way of monthly new letters, weekly Principal's Message, Parent Square, email, EduText, Remind App, personal phone calls, and personal letters home from administration and staff highlighting students demonstrating "Grizzly Greatness," character and school wide updates.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All parents are invited to visit the "Parent Engagement Center," attend ELAC Meetings, Coffee Hour meetings, and

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Students will have access to tutoring before/after school. Students in low performing student groups will receive

ELPAC Parent Nights to discuss tutoring opportunities and the re-classification process. EL students will be provided additional support from a credentialed Teacher through the LIFT initiative and the Before and After School Tutorial Program. Supplemental contracts will be utilized to ensure students develop literacy skills that will help them pass the ELPAC. EL Students will also be provided targeted i-Ready support. Peer Mentors will be utilized to support EL students with their academics. In addition, KCMS has partnered with PIQE to provide parents with a series of classes designed to help parents support their EL students. EL 1's and 2's will be placed in an ELD course, while 3's and 4's will be offered after school tutoring. All EL Students will have a monthly check in with the EL site rep and Academic Counselors.

targeted support in area/s of need (Math, Literacy, Science, Social Science) as well as the following services:

- Academic Counselor will monitor grades and conduct monthly check ins to provide strategies and support to students and parents
- SST's will be conducted
- SEL support will be offered/provided by member of the social/emotional support team (Clinical Social Worker, Restorative Practice Counselor, Tier 2 Intervention Specialist etc.)
- Tier 2 and 3 Students will be assigned a mentor
- Students/Parents will be offered small group support sessions provided by Academic Counselors that will focus on organization, goal setting etc.
- Students/Parents will be offered small group sessions where SEL topics (i.e. "How to Manage Emotions," "How to Deal with Conflict," and "Where to go for Help" will be discussed and resources will be provided.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0265 Kings Canyon Middle School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement/Engagement ** NO FOOD OR INCENTIVES **	4,314.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Engagement Communication (Flyers, Mailers, etc.)	2,552.00

\$6,866.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0265 Kings Canyon Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs - Monthly Teacher Release Days (Goals 1-5) ** NO IEP's **	17,918.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts (Goals 1-5) ** No IEP's**	13,488.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: English 3-D Site License	25,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Dream Box Discovery - Literacy Site License	11,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology for Student Learning all goals	20,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	49,040.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Subs - Monthly Teacher Release Days (Goals 1-5)	15,940.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies and Student Incentives	100,500.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology for Student Learning all goals	30,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel PL Opportunities (Safe and Civil, Solution Tree, etc.)	20,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copy Machine Lease/Maintenance	10,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Dream Box Discovery - Math Site License	13,400.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Targeted EL Support/ELPAC Test Prep	8,336.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	15,940.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout Ethnic Studies (Laura Matthews - 1066955)	13,084.00
G2A1	Sup & Conc	Instruction	Direct Trans			Buses, Study Trips, Real Work Experiences (Goals 1-5)	33,336.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	590.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000	Re-Engagement Center/SEL Support	14,871.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000	Re-Engagement Center/SEL Support	59,486.00
G4A1	Sup & Conc	Instruction	Travel			Travel PL Opportunities	20,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement/Engagement ** NO FOOD OR INCENTIVES **	4,314.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Engagement Communication (Flyers, Mailers, etc.)	2,552.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$105,120.00
Sup & Conc	7090	\$306,771.00
LCFF: EL	7091	\$86,904.00
Grand Total		\$498,795.00

\$498,795.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$350,562.00
G2 - Expand student-centered and real-world learning experiences	\$46,420.00
G3 - Increase student engagement in their school and community	\$74,947.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$20,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$6,866.00
Grand Total	\$498,795.00