

Kings Canyon Middle

10621666057327

Principal's Name: Landon Ailanjian

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Landon Ailanjian', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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 - Felix Juarez		X			
3. Thomas Grigsby		X			
4. David May		X			
5. Patshiab Lor			X		
6. Roberta Meneses				X	
7. Nancy Lopez				X	
8. Christopher Rosas				X	
9. Laura Matthews		X			
10. Margaret Yang					X
11. Tam Dang					X
12. Jonathon Vargas					X
13. Janie Ochoa			X		
14.					
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:			
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		3/31/23
SSC Chairperson	Felix Juarez		3/31/23

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 2023/24

Kings Canyon - 0265

ON-SITE ALLOCATION

3010	Title I	\$107,040 *
7090	LCFF Supplemental & Concentration	\$312,006
7091	LCFF for English Learners	\$100,368
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$21,456</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$540,870

* 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	\$3,568
Remaining Title I funds are at the discretion of the School Site Council	<u>\$103,472</u>
Total Title I Allocation	<u>\$107,040</u>

Kings Canyon Middle 2023-2024 - 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	✓		-54 pts	2021-2022	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓		30.82 %	2021-2022	31.92 %
SBAC Math - Average distance from standard	✓		-109 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		15.23 %	2021-2022	16.33 %

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.

Part of the Kings Canyon Middle SPSA plan was the implementation a Grizzly Success Period to start the day each school day. One day was dedicated to iReady English, and another day was dedicated to iReady Math for students to focus on using Mypath to address academic gaps in literacy and math foundational skills as diagnosed by the first iReady diagnostic.

iReady ELA Data on Level

During the first administration of the iReady Diagnostic, 20% of students scored on level or above. During the second diagnostic, 22% of the students scored on level or above.

- 7th Grade increased from 21% to 22%
- 8th grade increased rom 19% to 22%

iReady Math Data on Level

During the first administration of the iReady Diagnostic, 11.5% of students scored on level or above. During

2

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

iReady ELA On Level Diagnostic 3

- African American—8.34% (3 of 36)
- Asian—30.56% (44 of 145)
- Filipino—100% (1 of 1)
- Hispanic—20.35% (129 of 636)
- Native American/Alaskan—0% (0 of 1)
- 2 or more races—52.94% (9 of 17)
- White—31.82% (7 of 22)
- Foster Youth—14.29% (1 of 7)
- RFEP—32.97% (89 of 271)
- EL—1.95% (4 of 207)
- Students with Disabilities—8.25% (9 of 109)
- Economically Disadvantaged—22.25% (180 of 812)
- Pacific Islander—0% (0 of 1)
- Students with a 504—30% (3 of 10)

the second diagnostic, 17% of the students scored on level or above.

- 7th grade from 12% to 18%
- 8th grade increased from 11% to 16%

iReady ELAD2 proficiency-percentage of student on/above:

- Homeless—25% (1 of 4)
- Migrant—12.5% (2 of 16)

iReady ELA Data on Diagnostic 3 continues to show that our EL, AA, SWD, Migrant, and Foster Youths continue to score below the school average.

iReady Math On Level Diagnostic 3

- African American—6.26% (2 of 36)
- Asian—31.16% (43 of 145)
- Filipino—100% (1 of 1)
- Hispanic—14.17% (84 of 636)
- Native American/Alaskan—0% (0 of 1)
- 2 or more races—37.5% (6 of 17)
- White—5% (1 of 22)
- Foster Youth—0% (0 of 7)
- RFEP—30.74% (79 of 271)
- EL—1.59% (3 of 207)
- Students with disabilities—1.94% (2 of 109)
- Economically Disadvantaged—16.78% (127 of 812)
- Pacific Islander—0% (0 of 1)
- Students with a 504—0% (0 of 10)
- Homeless—0% (0 of 4)
- Migrant—7.14% (1 of 16)

iReady Math data on Diagnostic 3 continues to show that our EL, Migrant, AA, White, Migrant, SWD, and Foster Youths continue to score below the school average.

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).

- Inconsistent use of CFAs/IABs/FIABs aligned to the standard and iReady data to plan instructional steps and effectively identify students needing academic intervention (English Learners in Math and ELA).
- Student academic data analysis was not effectively used for academic progress monitoring resulting in gaps in our site's MTSS/RTI Tier 1,2,3 academic and behavioral system of support.
- Supplemental contracts for afterschool tutoring did not result in increased academic growth due to a lack of strategic implementation of a systematic RTI structure to identify students needing to attend afterschool tutorial sessions.
- RTI structure of support was not effectively utilized by core teachers to identify students needing tier 1, 2, and 3 support and then followed by an effective deploying students for corrective instruction academic support during instructional days.
- Inability to hire Teaching fellows and paraprofessionals to support push in and pull out programs of academic support.
- Inconsistent roll out of cultural proficiency and Restorative Practice models.

MTSS Academic:

Tier 1: Goal 1 Actions 1-3

- Continue development of effective CCI planning with identification of essential standards with task aligned to the rigor of the standard, criteria for success, intentional academic discourse, and explicit language and vocabulary instruction in furtherance of our region's literacy project.
- The site will focus on the 4 "T's to Success": Task, Text, Talk, and Test.
- Designated ELD instruction in ELA classes based on ELD standards and framework.
- Expand use of iReady for more effective use as a diagnostic tool and provide PD and training to get the most out of utilizing MyPath, standards mastery, and teacher assigned lessons.

- Increase use of IAB's/FIAB assessment to assess student proficiency of essential standards mastery learning.
- Implement the use of Edcite as an common formative assessment tool for collection of student data relating to mastery learning and proficiency.
- Effective use of Adults: C/T teachers, paraeducators, aides, tutors, and peer mentors (Goal to incorporate Teaching Fellows).

Tier 2: Goal 1 Actions 1-3

- Expand the time duration of Grizzly Success period and dedicate 2 class session to iReady ELA, and 2 class sessions to iReady Math. Use student assessment data to prioritize iReady lessons tailored to essential standards and concept being taught.
- VP/GLA/Counselors will be tasked to indentify students for attendance and academic intervention. Effective use of academic referrals and early detection of academically at-risk students.
- Tier 3 SDC classes in all core subjects with SDC student inclusion in electives and PE.
- Reinstitution of Student Achievement Center. Reinstitution of Saturday School

MTSS-Social-Emotional-Behavior/Attendance

Tier 1: Goal 3 Actions 1-3

- Continue to fulling implement the Discipline Guideline Restorative Practice routines and structures into our school climate and classroom culture and practices.
- Focus on alternatives to suspensions through a restorative lens to provide equity, accountability, empathy through alternatives means of restorative discipline. Site budget funding for whole staff training on the restorative process through DPI.

Tier 2: Goal 3 Actions 1-3

- Use of Grizzly Success periods, Bi-Monthly site-wide RTI period, AM-PM Tutorial to reach at risk students.
- VP/GLA/TS/RCA/HSL/OA/Counselors to target at-risk students for attendance and behavior intervention.
- Effective use of SST and early detection of behaviorally at-risk students.
- Reinstitution Saturday Academy

Tier 3: Goal 3 Actions 1-3

- Effective use of Targeted Support Team
- Early detection and support of at-risked T3 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 2023/24 SPSA.

- GSP will evolve to 2 days of iReady math and 2 days of iReady ELA focus with teacher created standards based assigned task as well of use of MyPath. With designated RTI days incorporated into the GSP week every two weeks.
- License Subscription to Ed-Cite. Data Hub tool tracks student, class, and PLC data to quickly analyze trends in learning.
- Use of AM-PM tutorial model with a redesigned component of targeted selection of students through teacher identification based on individual student needs.
- Reconstitution of the KCMS Grizzly Student Achievement Center in our After School Program (Tutorial support)
- Continued focus on Good First Teaching Strategiess for Tier 1 Instruction supported through the subject core matter PLT's. PLT's will identify essential/power standard to be taught, example of exemplar rigorous problem, Creation of common assessment and time that assessment will be given.
- Biweekly CFA's of student progress in ELA/Math
- Full implementation of use of IAB's/FIAB aligned to the essential standards and use of short cycle assessments, interims, common CFA's, common assessments.
- Utilize district instructional coaches
- Utilize Teaching Fellow and bi-lingual Peer Mentors
- Incorporation of ELD standards and framework in all classrooms. ELD designated learning model in ELA classrooms. Use of Ellevation data to inform planning of integrated and designated language development.
- Whole site Restorative Practice PL through DPI

- Institute Saturday Academy

Step 4: Educational Partner Involvement. Share the data 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: • SSC would like tutoring to continue before/after school. • SSC requests increased parent learning opportunities that will allow them to better support their students. • SSC requests increased communication regarding student progress/grades • SSC requests the re-implementation of in person Parent/Teacher conferences	2 ELAC: • Parents request increased ELPAC support by way of tutorial that specifically focuses on literacy and ELPAC testing strategies • Parents would like the site to offer an after hours anonymous phone line where concerns can be reported • Parents request increased number of parent engagement opportunities on campus • Parents request personal phone calls be made when school events and meetings are happening	3 Staff: • Staff requests increased paid time to lesson plan, evaluate data and meet with PLT. • Staff requests increased PL focused on literacy • Staff requests targeted intervention program for students achieving below grade level on iReady • Staff requests re-implementation of parent-teacher conferences in the fall & spring to help the connection between parents, teachers, & students.
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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 ELA/Literacy standards. As a Professional Learning Community, we are committed to students daily engaging in intentional academic discourse to develop their critical thinking, listening, speaking, and writing skills necessary to be successful academically, but also professionally. We recognize that literacy skills development is the responsibility of all teachers, and the focus of the Sunnyside Regional Literacy Project. With our site and regional focus in mind, KCMS created a Literacy Team made up of teachers from all content areas to take the lead and ownership for ensuring the inclusion and use of literacy lessons and sitewide CER's assessments to promote academic literacy growth. Teachers will leverage board adopted curriculum to ensure that students have access to grade-level text and tasks that align to the depth of the ELA standards. Content area Professional Learning Teams work together to identify essential standards, create exemplar example of rigor (common formative and summative assessments), and utilize the Cycle of Continuous Improvement to analyze student data for next steps to ensure student mastery of all identified essential standards. Site will identify 3 to 5 consistent high impact instructional strategies, classroom procedures, and routines to promote student mastery learning. All PLT's will also analyze data with an eye to ensuring all learners have access to an equitable learning opportunity. We have allocated an additional ELA teacher in both 7th and 8th grade to reduce class sizes and increase one-on-one teacher to student interactions in the classroom. It is our belief in order to ensure instruction with high rigor and learning expectations we need to invest in our teachers, para-educator, peer mentors, and Teaching Fellow tutors. Administration, counselors, ILT, and PLT's will continuously monitor iReady, CFA's, and FIAB's/IAB interims, and CER's 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 negatively 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 Peer-Mentoring ELD tutoring. For teachers, professional learning will be offered through both on-site and off-site professional conferences such as Solution Tree, AVID, Safe and Civil, Standards Plus, CLMS and specific content related conferences along with participating in site visitations to exemplar schools as a form of PL, substitutes will be provided when necessary to support those learning opportunities.

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—17.9%(7 of 39); -68.46 DFS**
- Asian—44.4% (64 of 144); -18.86 DFS
- Filipino—100% (1 of 1)
- Hispanic—30.83% (197 of 639); -57.19 DFS
- Native American/Alaskan—100% (1 of 1)
- 2 or more races—37.5% (6 of 16); -5.81DFS
- White—21.74% (5 of 23); -49.22
- Foster—0% (0 of 6); -74.17 DFS
- **EL—2.96%(6 of 203); -126.01 DFS**
- Redesignated—50% (136 Of 272); -.65 DFS
- **Students with Disabilities—8.98%(10 of 112); -130.15 DFS**
- Economically Disadvantaged—32% (264 of 825); -52.27 DFS
- Pacific Islander—0% (0 of 1); -166 DFS
- Homeless—0% (0 of 5); -109.20

ILT data analysis of iReady Diagnostics and SBAC to identify strengths and gaps to be addressed.

Use of Smarter Balanced FIAB/IAB, Site created CER's, and subject matter content specific CFA's: PLC's will calendar quarterly to identify the essential standards to be mastered by all Students using the "Four Grounding Questions" document to frame the instructional scope and sequence.

Grade Level yearling calendaring of CFA's Assessments 6 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.

IReady administration 3 times per year for monitoring and identification for tiered levels of student academic support.

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

Review intervention data with intervention team every four 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.

Quarterly data analysis protocol for CER and CFA

Bi-Weekly PLC focused data analysis on CFU

Shared excel sheet amongst ILT members to progress monitor

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

Instructional Coach

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.
- 6 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, the criteria for each tier has been identified and students have been selected that meet that criteria. 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, parents are engaged in decision making 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 math and/or ELA support and progress monitoring (Only 2 of 74 RSP students are proficient in ELA and Math).

All English Learners will receive 20 minutes of designated ELD instruction based on the ELD standards and framework (Only 2% of our English learners are proficient in Math and English).

Students engaged in reading complex text daily aligned with a standards based task to promote increased literacy skills of reading, writing, speaking, and listening.

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.

Incorporation of Teaching Fellows, push in and pull out student support.

Evidence based intervention strategies such as: iReady, EL mentoring with SHS mentors, and ASP tutoring.

RTI offered in instructional day to answer questions 3 and 4 of Foundations.

Supplemental contracts for AM-PM student tutoring in ELA/Math

Student Achievement Center for afterschool targeted academic assistance in all core subjects.

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 talk moves

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

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:

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. Teaching Fellows and Bilingual Peer mentor/tutors will be employed to support EL Learners in both a push in and pull out capacity as well as in AM-PM tutorial sessions. 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).

Specify enhanced services for low-performing student groups:

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

Targeted support for EL students will include:

- Designated ELD instruction for 20 minutes a day
- 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 to support by bilingual aides
- 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).
-

Targeted support for African-American Students:

- 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 2% of our EL Learners who have not been fully redesignated are proficient in math. KCMS will continue comprehensive tiered system of support in Math with an focus on English Language Learners showing growth on iReady Math Diagnostic, math common formative assessment, Smarter Balanced FIAB/IABs, Edcite, and other team created interims and assessments to measure student academic growth on all Essential Standards to be mastered. ELD standards and the ELD framework will continued to be intergrated 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 being embedded in every lesson. Student will engage in academic discourse (explaining thinking and reasoning, discussion open ended solutions using claim an evidence to support thier thinking). Purposeful explicit writing and academic based language instructon will be present in all classes. Teaching fellows 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 good first teaching. Early identification of students struggling in math by teachers, counselors, and the Administrative team using SBAC, EL PAC, and iReady diagnostic will be key to proper placement of students in their math class as well as creating a systems of supports for students in our MTSS Tier 1, 2, and 3 levels of student academic and social-emotional support. Math PLT 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 Multied Tiered System of Support. Teachers will be provided support by District Math Coaches, professional develop through CIPL, and professional conferences from Solution Tree, UnBound Ed, and Safe and Civil Schools.

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 Math On Level or Above:

- **African American—7.69%(3 of 39); -148.39 DFS**
- Asian—31.25% (64 of 145); -57.17 DFS
- Filipino—100% (1 of 1)
- Hispanic—15.44% (99 of 641); -110.43 DFS
- Native American/Alaskan—0% (0 of 1); -74 DFS
- 2 or more races—31.25% (3 of 16); -34 DFS
- White—13.05% (5 of 23); -101.33 DFS
- **Foster—0%(0 of 6); -101.33 DFS**
- **EL—.99%(2 of 203); -162.22 DFS**
- Redesignated—30% (81 of 270); -65 DFS
- **Students with Disabilities—4.35%(5 of 115): -180.19 DFS**
- Economically Disadvantaged—17.56% (145 of 825); -101.13 DFS
- Pacific Islander—0% (0 of 1); -176 DFS
- Homeless—0% (0 of 4); -152.75

Math Professional Learning Community will focus on identifying the essential standards to be mastered 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
- Target 25-Case load to monitor
- 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 (cfa's/interims), CFA's, and Summative assessments.
- Administration-Regional ILT focus literacy in the classroom across all contents
-

Owner(s):

Admin Team

Academic Counselors

Teachers

Instructional Coach

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, MLD/Go Math components, SBAC IAB's/FIAB assessments.
- 6 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):

Kings Canyon Middle School's Multi-Tiered Systems of Support continue to develop and evolve to meet the diverse learning needs of all our students. 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, 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 (MyPath)
- Site wide RTI and discipline specific RTI pyramid to be utilized on the class level, site level
- AM-PM tutorial programs
- SAC afterschool program where students have access to and receive targeted instruction from core content teachers.
- Support staff- use of Teaching Fellows and Peer mentors in both our classes and AM-PM academic support programs.
- Class size reduction through the grouping of 8 teachers vs. 6 in each core content.
- Common Prep period for All contents. SPED Co-Teachers common prep with their academic core teams.
- Math AC's will be given PL around Solution Tree, Unbound Ed, Safe and Civil Schools, Math coaches, and SWJN.

Specify enhanced services for EL students:

- High quality first time instruction to meet the needs of English Learners focusing on opportunities to engage in academic discussion and opportunity to build acquisition to 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 Teaching Fellows and Bilingual peer mentors and tutors. EL student will be supported through ELD strategies during the instructional day and during tutoring after school. Talk Moves will be focused through training from the ELD department/Lab School using Talk Moves.

Specify enhanced services for low-performing student groups:

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

Targeted support for EL students will include:

- 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).
- Designated ELD instruction for 20 minutes a day in their English Classes and integrated ELD instruction and flexible grouping in their Math classes (designated instruction as appropriate).
- ELD support class for New Comers and those English Learners who have scored at a 1 on the ELPAC for 2 consistent years. Focus on Academic languages and literary skills to be used across all core subject matter contents.
- Incorporation of Teaching Fellows to support by bilingual aides
- AM-PM tutorial programs with Peer Mentors
- ELPAC Administration substitutes

Targeted support for African-American 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).
- 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

Targeted support for Students with Disabilities:

- Meet with SPED team monthly and SPED teachers quarterly 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.
- Training with General Education teachers to ensure SWD students are receiving required services as listed in their IEP's or 504 plans.
- SDC classes in all core subjects with SDC student enrolled in GE electives and PE classes.
- AM/PM Tutorial

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 (187/214), 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:

- 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.
- After school tutoring programs through the Expanded Learning Program, library tutoring, 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
- 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

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:
Interim Assessment Monitoring Assessment for SBAC	Admin Team	Quarterly monitoring of growth in ELA/math class determined by grades
iReady	Teachers/Coaching GLA/ Academic Counselor- monitor grades, tutoring	Interim Assessment monitoring
ELPAC results, Assessors, other items needed for testing	ELAC	iReady Monitoring
Supplemental Contracts to support EL language growth and engagement	AC Lead Teachers	
Common Formative Assessment Data	RCA-Attendance/Parent Involvement	
Grades	HSL- Parent Involvement	
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		

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
 - 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:

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.

Specify enhanced services for low-performing student groups:

As we work on redesignation our Hispanic student group will be identified and monitored using the Talk Moves strategies and AVID 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

2023-2024 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 for Teachers Goals 1-5 Observations/Planning **No IEPs**	5,474.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts Goals 1-5 **No IEPs**	11,586.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers -All Goals	6,003.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	49,502.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Tutors (Teaching Fellows)	6,556.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies and Student Incentives	90,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology All Goals	30,061.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copy Machine Lease/Maintenance	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Substitute Administration -All Goals	4,208.00
G1A1	One-time School	Instruction	Bks & Ref			Books/Contracts/Site Licensing	10,500.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Technology for Student Learning	37,539.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	18,481.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Targeted EL Support/Tutoring	21,279.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified supplemental contracts EL Support and Goal 5 Parent Involvement	2,622.00
G1A3	LCFF: EL	Parent Participation	Communicatio			Parent Communication (Mail)	1,518.00

\$305,329.00

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	✓	86.64 %	74.67 %	2022-2023	84.77 %

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.

Students participated in career exploration workshops, HS graduation and A-G requirement workshops, individual and small group counseling meetings to review missing assignments and areas of concern. Students received SEL support through GSP lessons and small groups. Students were incentivized and rewarded for grades, behavior, attendance, and improvement with events such as the quarterly Grizzly Bear Bash, Academic Awards, and 4.0 luncheons. Parent engagement was a success due to higher attendance and engagement. Parents received swag that read "Proud Grizzly Parent" that they reported making them feel connected to the school. Students attended 2 field trip to Fresno State and 1 to UC Merced.

2

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

We didn't schedule as many guest speakers as we wanted to support low performing 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).

We didn't schedule the guest speakers as we wanted to in order to support and motivate low performing student groups. We also didn't do two career events. We held a career day with career guest speakers, however we did not schedule a career fair as we had planned.

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 2023/24 SPSA.

We aim to provide experiences for students that include more guest speakers.

Step 4: Educational Partner Involvement. Share the data 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: - SSC requests increased opportunities for students to explore careers, visit colleges and universities. - Increased tutoring opportunities for students. - Increased social/emotional supports. - Increased number of student celebrations and recognition events.	2 ELAC: - Parents request increased opportunities for students to visit colleges and universities. - Parents would like to continue being provided opportunities to visit colleges with their students. - Parents request tutoring specifically for EL students and that focused on ELPAC test prep. - Parents request increased opportunities to engage/volunteer on campus.	3 Staff: - Staff requests increased number of diversity celebrations. - Staff requests continued supplemental contracts for W.E.B., clubs, sports, intramurals, etc. - Staff requests continued student incentives. - Staff requests continued PL and conferences that support student engagement and SEL (CADA, RP etc.) - Staff requests contracts for vendors that specialize in services that meet needs for improved participation. - Staff requests the continuation of Support Staff (RCA, HSL, TSA) - Staff requests increased number of field trips for students.
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Action 1

Title: College and Career Readiness

Action Details:

Our mission at Kings Canyon Middle School is that all students will be academically, socially, and emotionally ready for high school. This mission aligns with our district's college and career readiness vision to provide opportunities, skills, and support necessary for students to graduate from high school with a wide array of post-secondary options. In order to provide this support, we will ensure all of our students receive our guaranteed counseling services to our on track and at risk students. 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. Examples of our character initiatives are E5 tickets, purchased through district graphics, to encourage students to follow our essential 5 behaviors and expectations. Students can redeem their E5 tickets at our E5 incentive store twice a month for treats and prizes. We also organize character counts luncheons, student of the month celebrations, and plan to enhance these events with graphic supplies and displays. Assemblies will be offered to support interpersonal relationships, healthy choices, and goal setting for students. Students will also participate in and be provided multicultural experiences by way of events in celebration of Dia de Los Muertos, Black History Month, Hmong New Year, Cinco de Mayo and more. We encourage students to be involved in extracurricular activities such as clubs, sports, and events. Through these leadership opportunities, students will run a student store to learn communication skills such as customer service, accounting, and will be able to share in the decision-making process for revenue earned through the ASB. Finally, educational and student leadership opportunities are available for our students through the participation in Tournament of Technology, Leadership, and other elective pathways. We aim to align with our regional high school to help students cultivate their interest in a career pathway they can continue to pursue in high school. Funding for all of these initiatives to support our students helps our mission to prepare students for high school and beyond.

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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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:
Courses that are aligned with region	Teachers	Weekly
Enrollment in CTE elective courses	Administration	Monthly
Student Surveys	AC Lead	Quarterly grading periods
SBAC scores in ELA and math	Counselors	
iReady Achievement Data	Librarian	
D/F Data	Teachers	
Agenda monitoring Weekly ASB minutes	Clinical Social Worker	
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.		
After school tutoring attendance		
Xello (career assessment) completion		

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
• 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 • AMD, 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. • Agricultural pathway elective will be offered to align with Sunnyside High School Agricultural Science pathway.

Specify enhanced services for EL students:	Specify enhanced services for low-performing student groups:
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Continued access to all components of core content areas, extra curricular and field trip, and incentives for meeting attendance, academic and language acquisition goals. Cultural awareness will be given to assure all students feel included and represented.

Intentional selection of speakers to motivate and inspire student groups. Opportunities for inspirational adults that can better relate to diverse populations. Students in this student group will be polled for their field of interest and assured placement in those classes to better support their goal setting. Opportunities for field trips to career/college locations will be offered and solicited on behalf of our populations who are at risk. Jumpstart program prior to start of year will include all students with goal setting, academic supports, relationships and engagements.

- A4 support teacher will monitor academic progress and provide instructional strategies to support instruction in core content area.
- Co-teachers will attend content AC meetings to gain further understanding and align rigor.
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- 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 our students
- Our KCMS SST Team/Pivot Team (VP, AC, BSU, Co-teacher) will monitor and support their sub-groups 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.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

2023-2024 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	11,369.00
G2A1	Sup & Conc	Instruction	Direct Trans			Buses, Study Trips Goals 1-5	35,000.00

\$46,369.00

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	✓	38.43 %	35.86 %	2022-2023	35.26 %
Suspension Rate - Semester 1	✓	2.95 %	5.88 %	2022-2023	5.55 %

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.

Absenteeism

Average Daily Attendance (August 15th through March 10th) is 90.66%. This is creeping back towards pre pandemic numbers due to the following implemented actions:

- Consistent monitoring and follow up on non-immunized 7th grade students
- Bi-monthly attendance parent meetings
- Staff professional learning around the importance of taking attendance as well as how to take attendance accurately
- Bi-monthly Advisory meetings with small groups of T3 students
- Prioritization of home visits for those developing patterns of absences to try and be proactive
- Poor attendance can trigger the SST process
- Embedding of SEL (2nd step) in Advisory Lessons
- Hiring of 1 NTA
- Bi-monthly COST meetings to monitor and analyze student support
- Use of Tier 2 Intervention Specialist

Suspensions/Expulsions

As of March 13th, Kings Canyon has had 92 suspensions and 4 expulsions.

- School-wide CHAMPS structures in the classroom
- Teachers create engaging lessons and differentiate instruction to accommodate for the range of abilities within the classroom
- Teachers make positive contacts with students outside of the classroom
- Case managers ensure that all teachers understand student accommodations with IEPs, BSPs and 504 plans
- Schoolwide procedures and behavior expectations established and implemented

2

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

Chronic Absenteeism (Chronic and Severely Chronic)

Attendance ranging from .01% to 90% by subgroup

- African American—47.73%(21 of 44)
- Asian—13.6 (20 of 147)
- Filipino—100% (1 of 1)
- Hispanic—33.2%(219 of 661)
- Native American/Alaskan—100% (1 of 1)
- Pacific Islander—0% (0 of 1)
- 2 or more races—40%(8 of 20)
- White—36% (9 of 25)
- EL—27.5%(59 of 214)
- RFP—20.7%(57 of 275)
- Foster—25%(2 of 8)
- Homeless—66.67%(4 of 6)
- Students with Disabilities—33.05%(39 of 118)
- Students with a 504—27.27%(3 of 11)
- Students with a suspension—54%(34 of 63)

Resource inequities/key contributing factors to disproportionality of low performing groups (overall)

- Failure to establish new benchmark events
- Failure to establish inaugural student recognition events
- Failure to include attendance as a qualifier for eligibility in student celebration events
- Failure to recognize attendance at student celebration events

- Holding re-entry meetings with families post suspension to develop an intervention plan
- COST meetings held and interventions including but not limited to: BSP, incentives, check-ins, accommodations, engagement, mentors, parent conferences and restorative measures.

Suspension by subgroup:

- **African American—17.4%(16 of 92 incidents)**
- Asian—11.96% (11 of 92 incidents)
- Filipino—
- **Hispanic—54.3%(50 of 92 incidents)**
- Native American/Alaskan—0% (0 of 92 incidents)
- Pacific Islander—
- 2 or more races—7.6% (7 of 92 incidents)
- White—8.7% (8 of 92 incidents)
- **EL— 27.2 %(25 of 92 incidents)**
- RFEP—
- Foster—3.26% (3 of 92 incidents)
- Homeless—2.17% (2 of 92 incidents)
- **Students with Disabilities—19.5%(18 of 92 incidents)**
- Students with a 504—2.1% (4 of 92 incidents)
- Redesignated—9.8% (9 of 92 incidents)
- Male—43.48% (40 of 92 incidents)
- Female—56.5% (52 of 92 incidents)

Resource inequities/key contributing factors to disproportionality of low performing groups (overall)

- Failure to establish new benchmark events
- Failure to establish inaugural student recognition events

Expulsion by subgroup:

- African American—25% (1 of 4 incidents)
- Hispanic—75% (3 of 4 incidents)
- EL— 25 % (1 of 4 incidents)
- Students with Disabilities—25% (1 of 4 incidents)
- Students with a 504—25% (1 of 4 incidents)
- Male—75% (3 of 4 incidents)
- Female—25% (1 of 4 incidents)

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).

The following actions were implemented in Goal 3 Action 2 for the 2022/23 school year:

- Beginning implementation of MTSS structures to provide consistent supports for students in all 3 tiers
- 2nd Step SEL Lessons every Friday in Advisory beginning in the 3rd quarter
- Re-entry process post suspension
- Additional supervision at lunch with the hiring of an NTA and extra pay contracts provided for teachers to assist with supervision
- Professional Learning around Chronic Absenteeism supports and Interventions through Safe and Civil Schools for Registrar/Attendance Clerk
- Use of the California School Dashboard—Suspension Rates
- SSC/ILT/CCT surveys/meeting minutes and agendas
- Teacher surveys

- Parent surveys
- LCAP data
- Teachers greet students at their door every period, every day welcoming students into their class and verbally encouraging students to get to class on time
- All admin, CSAs and NTAs will "push" students into class and monitor high traffic areas during passing periods, breaks and lunch
- CCD hosts "Club Rush" at the start of each semester to ensure all students are aware of what clubs and activities are available

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 2023/24 SPSA.

In addition to all the above actions, the following actions should be implemented in the 2023/24 school year:

- Continue creation of new and innovative clubs sparked by student interest and requests
- Fund a mentoring program to add additional mentors for Tier 3 behaviors
- Redesign Tier 2 and Tier 3 Attendance Interventions
- Establishment of the GAT (Grizzly Attendance Team) to meet bi-monthly to ensure students receive appropriate interventions
- Provide incentives for positive behaviors and improvement in attendance
- PL for teachers on chronic absenteeism support and interventions for them to assist in making connections with students in their GSP (each teacher has a case load)
- Establishment of Grizzly WAR room
- 2 lunch periods with additional activities and engagements
- Add academic clubs to help students engage in subjects like math and science
- Include teachers in positive behavior support plans
- Continue development of effective planning with the Teaching and Learning Cycle (TLC) including rigorous end task, criteria for success, explicit language instruction, academic discourse and assessment plan.
- Develop ways to effectively use iReady including additional training on using diagnostic data as well as how to best utilize MyPath, Standards Mastery and teacher assigned lessons
- Increase site usage of FIAB/IAB assessments to include all departments assessing proficiency at regular intervals building comparative data to gauge success from year to year and increasing student exposure/practice with the online platform as well as accessibility tools and supports
- Effective use of additional adults (teaching Fellows, Co-Teachers, Aides, etc.) to support individualized instruction
- Continue Advisory with consistent implementation utilizing assessment data to prioritize instructional focus
- Refine and improve discipline practices (both admin and classroom practices)
- Continued professional learning on culturally responsive teaching practices
- Fund travel expenses and conference registration fees for professional development opportunities and increased learning for staff oriented toward increased student attendance and engagement including but not limited to:
 - AVID
 - CADA
 - PLC Institute
 - Safe and Civil
- Continue to stock a "Grizzly Pantry" that contains materials and supplies needed in order to be successful at school
- Effective use of Parent Square to communicate attendance and behavior expectations, resources, etc. to parents
- Teacher will make positive phone calls home
- Teacher will send home positive notecards
- Teachers will utilize Teacher's Encyclopedia of Behavior Management as a resource for problem solving misbehaviors exhibited by a student
- Teachers will log in ATLAS correctly
- Schoolwide discipline assemblies will be provided every semester
- Teachers will commit to calling home when it is noticed that students are frequently tardy or absent from class

Step 4: Educational Partner Involvement. Share the data 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: - SSC requests continued opportunities for student engagement before/after school and at lunch time. - SSC requests increased family/community events (i.e., Family Movie Nights, pumpkin carving, VAPA nights etc.). - SSC requests increased opportunities to engage with and “get to know” Teachers. - SSC requests Parent/Teacher conferences at a minimum of 2x’s per year.	2 ELAC: - Parents request multiple methods of communication (paper/flyer both mailed and sent home, Parent Square, text). - Parents request increased parent engagement and volunteer opportunities. - Parents request additional funding be allocated for college visits and student conferences. - Parents request that parents be continued to accompany students on college visits.	3 Staff: - Staff requests that funding continue to be allotted for supplemental club contracts to promote increased opportunities for student engagement. - Staff requests an increased number of rallies and lunch celebrations for diversity days. - Site licensing for Plan Book and like tools.
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Action 1

Title: Athletics, Arts, Extra Curricular Opportunities for 7th/8th

Action Details:

In aligning with our district and site goals to increase student opportunity and involvement we will offer greater opportunities for students to participate in Goal 3 activities.

- Students will be introduced to Clubs that are offered at KCMS through a Fall and Spring Club fair.
- Clubs will be promoted through advisory lessons, bulletin boards, morning announcements, lunchtime activities, social media, the school website, and teacher support.
- Students will have a voice in choosing and creating clubs.
- Through our continued efforts to increase student engagement, adults and students will have increased opportunities to develop positive mentoring relationships, thus helping students have a greater sense of belonging.
- Student ownership is necessary and will be present through student-made videos, posters announcements, and bulletins. All KCMS students will have the opportunity to get involved with a variety of different activities that address growth in athletics, arts, and music.
- Encouragement will revolve around E-5 guidelines for success.
- All opportunities will allow students to practice polite behaviors in social situations, respect themselves and others, consider oneself as part of a global society, be tolerant of others, and care for others by sharing information that will help keep school a safe learning place.
- Offer a wide variety of athletic opportunities for all students to compete in each quarter. Actively reach out and recruit student body to participation in all sports.
- Reinstitute a vibrant intramural sports program during lunch by offering side-contracts to teachers to take to lead in creating athletic activities to promote more connectivity and student engagement at school.

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Using the ATLAS Engagement tool we will monitor student engagement.
- Data will drive all planning and interventions to meet the needs of our students.
- Student Leadership teacher/class, WEB Teachers, Spirit Leaders will plan and implement weekly/monthly activities to improve engagement during the school day.
- Participation data (sign-in and id verification) will be used to check progress on a quarterly basis with emphasis on effectiveness and participation as it relates to campus culture.
- Student input will impact site efforts from quarter to quarter.
- Pulse checks will be conducted to gauge the SEL needs of students.

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

- Using WEB trained students we will partner or group students with those new and unengaged students.
- Weekly/monthly activities will provide student opportunities to connect.
- We will monitor all weekly activities that build on student engagement tracking student participation by ID cards. The data will be reviewed bi-weekly to plan for increased opportunities.

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

Using last year's data as a baseline we will have Monthly/Quarterly Campaigns that focus on character development.

1. Peer Mentoring Opportunities
2. Teacher/Student Mentor Opportunities
3. Black History Month
4. Hispanic Heritage
5. Hmong New Years
6. Women's History Month
7. Pacific Islander Month

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

Using BSU current model for building unity, we will expand the learning to the rest of the campus. We will also focus on providing these students with:

1. Peer Mediation Opportunities. We will potentially see a decrease in student conflict
2. Individual opportunities

Owner(s):

- Administration- will provide insight for Goal 2 type activities based on student attendance data/ assessment data/Behavior data
- Climate and Culture PLC- will create surveys to guide the level of student involvement and address interest needs. Provide communication thorough Peachjar (paper and digital) for activities including monthly calendars and images highlighting student projects.
- Teachers – advisory teachers will strive to develop positive, mentor-type relationships in order to better support students.

Owner(s):

- WEB Trained Teachers- will build up student leaders, build individual and site wide activities,
- WEB Students- will have weekly engagement activities with their assigned students.

Owner(s):

- Academic Counselors
- SESS

Owner(s):

- VP
- Academic Counselor
- BSU Advisor
- AA Advisor

Timeline:

- Weekly Data Check -Admin, PLC team
- Quarterly communication with Climate and Culture team.
- Club fairs- Quarterly
- Review Weekly Engagement Data

Timeline:

1. Provide training opportunities for new teachers to participate in WEB
2. Planning time needed prior to the new school year
3. Bi-weekly meetings for Teachers/students
4. Time to debrief and reflect on needs/changes after all events/activities.

Timeline:

On-going training for Restorative Practice with teachers and peers

Timeline:

Weekly meetings, Monitoring of AA students by SST team to include data on engagement and inclusion.

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

SERVICES TO STUDENTS:

Kings Canyon students will be encouraged to participate in many campus opportunities:

- Young Men's/Women Alliance
- Black Student Union
- Leadership
- Game Room Incentives
- WEB
- Club Week
- Spirit Rallies
- E-5 Motivation Program
- Diversity Celebrations
- Career Educational opportunities
- Teacher/Student Mentor partnerships
- Lunch and Afterschool Clubs
- Academic Competitions
- Cheerleading
- Athletics teams
- Intermural Sports
- Electives options
- Band
- Student Conferences/Field trips (FASL/BSU/AMD/Science Day)
- Dances
- Rallies

NEEDS:

Supplemental contracts for teachers to support participation in any and all school-related efforts

Supplemental contracts for expert classified staff/ Regional High School student and College Students to fill the gap for needed expert club sponsors that will support Goal 3 students.

Supplies and materials to help support students and staff involved in Goal 3 activities,

Incentives that support Goal 3 participation,

Campaigns and Conferences that support student engagement (social and emotional)

Conferences, travel fees and substitute teachers to support teacher participation in engagement efforts.

Contracts for vendors that specialize in services that meet needs for improved participation

Supplemental contracts to provide tutoring before and after school.

Specify enhanced services for EL students:

Involvement of EL students through heritage-based clubs and promoting language acquisition through fun activities.

- Clubs (KPOP, Folklorico, Spirit, Mathletes, Colorguard, AMD, JDA)
- Guest speakers
- Field trip s(aquarium, zoo, train museum, local plays)
- Language development with digital tools-Rosetta Stone

Specify enhanced services for low-performing student groups:

Work with our AA students will include providing counseling on the opportunities available for engagement through the SST team assigned (VP, AC, BSU Advisor and A4 Advisor). Using the 5x5 grid students will be identified as to high school readiness and career competencies. Jumpstart program prior to start of year will include all students with goal setting, academic supports, relationships and engagements.

- AA support teacher will monitor academic progress and provide instructional strategies to support instruction in core content area.
- 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
- Our KCMS SST Team/Pivot Team (VP, AC, BSU, Co-teacher) will monitor and support their sub-groups 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.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Action 2

Title: Attendance Matters!

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. **Kings Canyon is currently at a 90% attendance rate and in ATSI status for chronic attendance.** One of our central focus's during the 2023-24 academic year will be a site goal to maintain our attendance rate at 95%. We are allocating site funds to send our VP and attendance clerk to Safe and Civil Schools this Summer to attend the week sessions on creating an effective site-wide positive attendance program.

- VP and Attendance Registrar will attend Safe and Civil School training of PBIS positive attendance model this Summer.
- We will highlight our Attendance Matters campaign daily in announcements through Advisory and in communications through Parent Square.
- To promote being on time and in class, we will use monthly incentives and recognition awards for students demonstrating good attendance as well as students who have made significant improvement in their attendance rates.
- Using district provided tools (Parent Square/Edu Text) parents are informed on an hourly basis of student attendance.
- Teacher attendance will be monitored each period to insure accurate reporting of student attendance for both attendance verification and safety of students on campus.
- We will use our OA and HSL to assist in monitoring of tardies.
- Students who are chronically tardy will go to the reengagement center to recoup positive attendance to make up for both lost instruction time and work missed due to being late to their classes.
- Our HSL will work in partnership with our registrar and directly with families to reduce the numbers of students with chronic absences, increase the average daily attendance (ADA) and assist 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 and conference with students with an additional message of support with an emphasis on the importance of attendance and its connection to learning and academic success.
- 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, site behavior guidelines (E5) and Safe and Civil.
- Incentives for all students and classes will be offered based on the ATLAS data collection system and Strides.
- We will continue use of the reengagement center to positive impact attendance for those students that are in a temporary alternative day schedule. Teachers will provide 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 student and Transition teacher.
- We will create a space within the reengagement center that allows students a place to deescalate and gather their thoughts before returning to class, therefore allowing them to be proactive in recognizing behaviors that might get in the way of their success in class.
- Counselors will closely monitor students on Independent Student to make sure that students complete IS work to document their positive attendance while on IS.
- An area of concern at KCMS is the high rates of absences with transfer students to KCMS. In order to effectively address that 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 keep their transfer to KCMS active so their transfer is not revoked.

- 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.
- KCMS will reconstitute our Grizzly Saturday Academy to academically support chronically absent students and their families to provide an additional outreach of academic support.

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
- 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 PBI 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
- Establishing inaugural student recognition/connection events such as Lawnchair Lunch, SUFE, etc. to encourage connections through student bonding and leadership led 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 COST 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
- Establish GAT (Grizzly Attendance Team) to include Tier 2 interventions Specialist, CWA, attendance clerk/registrar, RCA and VP
- Develop school wide celebrations and incentives for improvements in 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
- Quarterly awards
- Semester Awards assembly
- Monthly celebrations

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

- 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
- Small group counseling will be offered with Clinical Social Worker and RCA to support attendance issues such as but not limited to:
 - perceived bullying,
 - depression,
 - anxiety
-

Specify enhanced services for EL students:

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

- 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.

Specify enhanced services for low-performing student groups:

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

- 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.

Action 3

Title: Social Emotional Supports

Action Details:

To keep suspensions low, reduce detentions, adverse classroom behaviors and develop a feeling of community and personal ownership our site will continue to utilize positive behavioral support interventions that emphasize cultural awareness. We will promote social-emotional development with school-wide campaigns, expert speakers, and student activities. RCA will be the first to help address Teir 1 behavior interventions. All students will be assigned to an advisory/homeroom class and participate in team-building exercises and class circles to create a sense of belonging. School pride and branding will be fostered through site norms, celebrations and inspirational moves: guest speakers, t-shirts, events, cultural awareness organizations. The site facilities will be modified and spaces created for small group meetings and include spaces such as 'buddy bench', tables to join others who may be new or intimidated at lunch, rooms to build friendships or de-escalate vs. facing a suspension. Student assemblies on health and kindness topics such as Vaping, Connect the Dots and Goal setting will be offered quarterly.

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

- student surveys
- grades
- attendance
- suspensions
- participation in school activities
- assignment completion
- referrals
- Comprehensive School Performance PBI, Panorama and ATLAS reports to help support with identification of student group trends

Owner(s):

Clinical Social Worker

RCA

Administrative Team

Leadership Team

Campus Culture

Teachers

Climate and Culture Team

Timeline:

- Weekly attendance and site events
- Monthly Eligibility List
- Quarterly grades
- Weekly referral data

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

Students will develop a sense of belonging while building relationships with adults on campus. E5 tickets are given to support Academic, Behavior and Character choices. Technology will create engaging environments in the classroom while social emotional needs will be met through small group counseling, Safe and Civil strategies and relationship building events. Behavior incentives to support SEL and Academics. Guest speakers to support students and parents/families. See G3A2 for more information.

Specify enhanced services for EL students:

- Continued access to all components of core content areas
- Extracurricular and field trip
- Incentives for meeting attendance, academic, and language acquisition goals.
- 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.

Specify enhanced services for low-performing student groups:

With the Department of Prevention and Intervention- Peer Mentoring program we will support ELL's by providing individual peer to peer academic and social-emotional support. FUSD, A4, and Team Alliance will offer support to adults directly working with students. Leadership trips and opportunities for all student groups will be increased. Social-Emotional group and individual counseling will be offered to targeted students using data from Equity and Access/POWER Bi, the 5x5 Grid, teacher recommendation, and parent recommendation.

2023-2024 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	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sub			Substitute/Office Support - Budget/Registration/Parent Involvement	1,612.00
G3A2	LCFF: EL	Attendance & Social Work Services	Local Mileage			HSL Mileage	507.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Maintenance	2,200.00
G3A3	Sup & Conc	Instruction	Direct-Graph			Student Supports SEL	3,500.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000		13,932.00
G3A3	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000		55,728.00
G3A3	One-time School	Instruction	Direct-Graph			: Campus Beautification/Sinage	5,956.00
G3A3	One-time School	Instruction	Cons Svc/Oth			TBD : Guest Speakers for Parents/Students-Bullying/Motivation/SEL	5,000.00

\$88,435.00

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	✓	95.94 %	91.33 %	2022-2023	95.43 %

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.

PL was designed by Admin in collaboration with guiding coalitions around topics that included ELPAC, tier 1 supports, Safe and Civil school practices, SEL support and vocabulary in the classroom. Staff members continue to participate on spirit teams where weekly engagement opportunities are encouraged. There was a decrease in the percent of Staff that responded favorably in regard to organizational leadership. The current target was 95.94% with the actual percentage being 91.33%.

2

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

- Increased number of site wide professional learning opportunities are needed around topics that include but are not limited to, restorative practice, cultural proficiency, Safe and Civil School practices, site wide grading practices, CHAMPS and tier 1 supports.
- Site based new teacher support needs to be reimplemented and structured.
- Increased number of staff recognition/appreciation events are needed.

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).

Funding was allocated for Teachers to attend conferences. Teachers attended CADA, CTE, MUSIC, and SAFE and CIVIL conferences. However, due to the cost of travel only a limited number of Teachers were able to attend out of town conferences. In the 2023-2024 academic year we plan to provide more site wide PL opportunities to increase the number of staff members that can participate. Funding was also allocated to secure substitute Teachers for peer observations; however, the observations were not conducted.

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 2023/24 SPSA.

Kings Canyon Middle School will continue to expand on professional learning opportunities provided to Staff and increase the amount of support provided to new Teachers. Time will be allotted for team building opportunities with the intent of improving staff relationships and positively building upon the school culture.

Step 4: Educational Partner Involvement. Share the data 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: - SSC requests increased support for new teachers including mentorship and subs to cover periods for peer observations. - SSC requests increasing time for team building among staff to improve/promote positive relationships. - SSC requests onsite Restorative Practice PL/Training - SSC requests increased number of on campus community events.	2 ELAC: - Parents request increased number of opportunities to positively engage with staff on campus through volunteer work and at community events. - Parents request Parent/Teacher conferences to take place a minimum of 2 times per year.	3 Staff: - Staff requests increased support for new teachers including "New Teacher Meetings." - Staff requests paid opportunities to lead PL designated specifically for new teachers. - Staff requests expanded PL and conference opportunities (AMD, Soultion Tree, Safe and Civil etc.). - Staff requests increased Staff celebrations and recognition/incentives for all Staff. Continuation of Staff E5 Tickets, "Of the Month" recognition/celebrations and "Thankful Thursdays."
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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.

- Staff community building opportunities will be provided at Staff Meetings and through community events.
- 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 expand on Cultural Proficiency. Professional Learning opportunities will be provided through conferences which include but are not limited to: Solution Tree, Schools to Watch, and Safe and Civil. 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 being fully trained in the 2023-2024 academic 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

- Staff Surveys
- Fall Spring Student Climate Culture Surveys
- Pulse Checks
- Grades (Progress Reports and Report Cards)
- Parent/Teacher Conferences
- Family Surveys
- Check-in responses

Owner(s):

Administration
PLC Leads
Climate and Culture Team
Spirit Leads
Academic Counselors
RP Counselor
Climate/Culture Specialist

Timeline:

Monthly PL Meetings
Monthly ILT Meetings
Weekly Spirit Challenges
Monthly "Check Ins"
Weekly "Check Ins"

Describe Direct Services to Staff in support of 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 Staff in support of EL students:

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 Staff to support low-performing student groups:

- 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

2023-2024 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	Title 1 Basic	Instruction	Travel			Travel PL Opportunities	18,000.00
G4A1	Title 1 Basic	Instruction	Travel			Conferences for PL/Safe and Civil, Schools to Watch, Solution Tree.	14,639.00
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Restorative Practice Training	15,000.00
G4A1	Sup & Conc	Instruction	Travel			Travel/PL Opportunities	29,582.00

\$77,221.00

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	✓	90.98 %	91.93 %	2022-2023	94.03 %

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 offered Back to School Night, Open House, and monthly Coffee Hour meetings. These events were designed to engage families in their student's education. Topics discussed at Coffee Hour included: High School Graduation, A-G requirements, SPSA input/approval, cyber safety etc. Kings Canyon Middle School saw an increase in the number of parents attending Coffee Hour due to the personal outreach provided by Kings Canyon Middle School's Home School Liaison. Multiple personal phone calls were made inviting parents to monthly Coffee Hour meetings. Parents were also provided with opportunities to attend college study trips with their student. Parents who attended Coffee Hour Meetings were given Kings Canyon Middle School apparel to wear in our community and to events exhibiting their pride in our neighborhood school.

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

The target percentage of parents who responded favorably on the Family Engagement domain of the culture climate survey was 90.98%. That goal was exceeded with the percent of parents responding favorably being 91.93%. This is a large jump from the fall of 2021, where 72% of parents responded favorably. Although we have seen a large improvement and the number of parents responding to surveys has gone up from 39 in the fall to 184 in the spring, the response rate is still relatively low for a school with an enrollment of over 900 students. We will work to improve survey completion by making personal phone calls, social media posts, Parent Square, the school website and through flyers.

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).

Funding was allotted for a Parent Engagement Center, however due to spacing, the Parent Engagement Center was not opened. KCMS did purchase supplies for the center (Laptops) that will be placed in the Parent Engagement Center to be used by parents in the 2023-2024 Academic 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 2023/24 SPSA.

Kings Canyon Middle School strives to create and increase inclusive opportunities for parents and families to engage on campus and in their student's education. We believe having a space parents can deem their own and be

met with support staff and resources on campus is a must to achieve Goal 5. We will open the Parent Engagement Center in the Fall of 2023.

Step 4: Educational Partner Involvement. Share the data 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: - SSC requests increased Family engagement events. - SSC requests Parent/Teacher conferences a minimum of two times per year. - SSC requests translation for parents at all events and on all communication. - SSC requests weekly/monthly communication be sent home to parents.	2 ELAC: - Parents request increased parent engagement opportunities (Family Nights/Events). - Parents request Parent/Teacher conferences a minimum of two times per year. - Parents request funding be allocated for increased college visits. - Parents request the ability to accompany students on study trips and college visits.	3 Staff: - Staff requests increased opportunities for parent involvement with the planned "Parent Engagement Center" opening for the 2023-2024 Academic year. - Staff would like to see an increase in family events and "Family Nights." - Staff requests supplemental contracts to support Parent trainings that would take place on the Parent Engagement Center. - Staff requests additional paid planning time to reach out to families and make positive contacts. - Staff requests opportunities to lead parent meetings on topics that will support students in the classroom.
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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 Teachers to provide Parent trainings on various topics and programs including:

- ATLAS/TEAMS
- 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: ☒ 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

- 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 Services to Families in support of 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
- Reinstitute 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 Families of EL students:

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

Specify enhanced services for Families of low-performing student groups:

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

2023-2024 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	Cls Sup-Ext			Babysitters/Translators/Parent Involvement	521.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (No Food/Incentives)	4,281.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Materials and Supplies	2,307.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,407.00

\$23,516.00

2023-2024 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 for Teachers Goals 1-5 Observations/Planning **No IEPs**	5,474.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts Goals 1-5 **No IEPs**	11,586.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers -All Goals	6,003.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	49,502.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Tutors (Teaching Fellows)	6,556.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies and Student Incentives	90,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology All Goals	30,061.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copy Machine Lease/Maintenance	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Substitute Administration -All Goals	4,208.00
G1A1	One-time School	Instruction	Bks & Ref			Books/Contracts/Site Licensing	10,500.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Technology for Student Learning	37,539.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	18,481.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Targeted EL Support/Tutoring	21,279.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified supplemental contracts EL Support and Goal 5 Parent Involvement	2,622.00
G1A3	LCFF: EL	Parent Participation	Communicatio			Parent Communication (Mail)	1,518.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout Ethnic Studies	11,369.00
G2A1	Sup & Conc	Instruction	Direct Trans			Buses, Study Trips Goals 1-5	35,000.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sub			Substitute/Office Support - Budget/Registration/Parent Involvement	1,612.00
G3A2	LCFF: EL	Attendance & Social Work Services	Local Mileag			HSL Mileage	507.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Maintenance	2,200.00
G3A3	Sup & Conc	Instruction	Direct-Graph			Student Supports SEL	3,500.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000		13,932.00
G3A3	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000		55,728.00
G3A3	One-time School	Instruction	Direct-Graph			: Campus Beautification/Sinage	5,956.00
G3A3	One-time School	Instruction	Cons Svc/Oth			TBD : Guest Speakers for Parents/Students-Bullying/Motivation/SEL	5,000.00
G4A1	Title 1 Basic	Instruction	Travel			Travel PL Opportunities	18,000.00
G4A1	Title 1 Basic	Instruction	Travel			Conferences for PL/Safe and Civil, Schools to Watch, Solution Tree.	14,639.00
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Restorative Practice Training	15,000.00
G4A1	Sup & Conc	Instruction	Travel			Travel/PL Opportunities	29,582.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Babysitters/Translators/Parent Involvement	521.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (No Food/Incentives)	4,281.00

G5A1	LCFF: EL	Parent Participation	Mat & Supp	Parent Materials and Supplies	2,307.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish 0.4375	16,407.00
					\$540,870.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$107,040.00
Sup & Conc	7090	\$312,006.00
LCFF: EL	7091	\$100,368.00
One-time School	7099	\$21,456.00
Grand Total		\$540,870.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$305,329.00
G2 - Expand student-centered and real-world learning experiences	\$46,369.00
G3 - Increase student engagement in their school and community	\$88,435.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$77,221.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$23,516.00
Grand Total	\$540,870.00