

Kings Canyon Middle

10621666057327

Principal's Name: Landon Ailanjian

Principal's Signature:

A handwritten signature in black ink, appearing to read 'L. Ailanjian', written over the text 'Principal's Signature:'.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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 student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten 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 – Laura Matthews		X			
3. Janie Ochoa			X		
4. Michelle Orelup		X			
5. Thomas Grigsby		X			
6. Ruby Fonseca-Flores			X		
7. Adrian Heu				X	
8. Keena Sor					X
9. Marilyn Xiong					X
10. Emily Her					X
11. Nancy Vargas				X	
12. Carmen Salazar				X	
13. Alivia Chang					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: Kings Canyon Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Landon Ailanjian		4/25/25
SSC Chairperson	Laura Matthews		4/25/25

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

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

FY 2025/26

Kings Canyon - 0265

ON-SITE ALLOCATION

3010	Title I	\$98,523 *
7090	LCFF Supplemental & Concentration	\$284,616
7091	LCFF for English Learners	\$69,642

TOTAL 2025/26 ON-SITE ALLOCATION

\$452,781

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$3,204
Program Budget	\$95,319
Total Title I Allocation	\$98,523

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

January 28, 2025

Kings Canyon Middle 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		37.5 %	2023-2024	38.6 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		34.3 %	2023-2024	35.4 %
SBAC ELA - Average distance from standard	✓	0 pts	-59.5 pts	2023-2024	-44.5 pts
SBAC ELA - Average distance from standard (African American)	✓	0 pts	-109.8 pts	2023-2024	-94.8 pts
SBAC ELA - Average distance from standard (English Learner)	✓	0 pts	-101.2 pts	2023-2024	-86.2 pts
SBAC ELA - Average distance from standard (Long-Term English Learner)	✓		-116.7 pts	2023-2024	-101.7 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-145.8 pts	2023-2024	-130.8 pts
SBAC ELA - percentage of students met/exceeded standard	✓	34.2 %	31 %	2023-2024	36 %
SBAC Math - Average distance from standard	✓	0 pts	-103.3 pts	2023-2024	-88.3 pts
SBAC Math - Average distance from standard (African American)	✓	0 pts	-160 pts	2023-2024	-145 pts
SBAC Math - Average distance from standard (English Learner)	✓	0 pts	-139.6 pts	2023-2024	-124.6 pts
SBAC Math - Average distance from standard (Long-Term English Learner)	✓		-158 pts	2023-2024	-143 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓	0 pts	-105.7 pts	2023-2024	-90.7 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-173.3 pts	2023-2024	-158.3 pts
SBAC Math - percentage of students met/exceeded standard	✓	16.8 %	17 %	2023-2024	22 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

All students are 59.5 points below standards as measured by the English Language Arts SBAC. Goal is to reduce number to -44.5 DFS

- All Students 31% Standard Met or Exceeded; Goal: All student ELA SBAC score increased to an average of 36% proficient
- 7th Grade 31.7% Standard Met or exceeded; iReady Diagnostic 1 22% met standard, Diagnostic 2 25% met standard
- 8th Grade 30.4% Standard Met or exceeded; iReady Diagnostic 1 20% met standard, Diagnostic 2 23% met standard
 - African-American, English Learners, Long-term English Learners, and Students with Disabilities are scoring significantly lower than the overall student population in ELA
 - African-American 109.8 points below standard. Goal decrease DFS number to -94.8
 - English Learners 101.2 points below standard. Goal decrease DFS number to -86.2
 - Long-Term English Learners 116.7 points below standard. Goal decrease DFS number to -101.7
 - Students with Disabilities 145.8 points below standard. Goal decrease DFS number to -130.8

All students are 103.3 points below standards as measured by the Math SBAC. Goal reduce the DFS number to -88.3 as measured by the Math SBAC.

- All Students 17% Standard met or exceeded. Goal: Increase all student average to 22% as measured by the SBAC exam.
- 7th Grade 19.9% Standard met or exceeded; iReady Diagnostic 1 14% met standard, Diagnostic 2 24% met standard
- 8th Grade 14.4% Standard met or exceeded; iReady Diagnostic 1 11% met standard, Diagnostic 2 15% met standard
 - African American, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities are scoring significantly lower than the overall student population in Math.
 - African-American Students are scoring 160 points below standard. Goal: Decrease DFS number to -145.
 - English Learners are scoring 139.6 points below standard. Goal: Decrease DFS number to -124.6.
 - Long-Term English Learners are scoring 158 points below standard. Goal: Decrease DFS number to -143.
 - Socioeconomically Disadvantaged students are scoring 105.7 points below standard. Goal: Decrease DFS number to -90.7.
 - Students with Disabilities are scoring 173.3 points below standard. Goal: Decrease DFS number to -158.3.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes for students struggling to reach grade-level proficiency in ELA and Math.

1. Reading-Students are lacking foundational reading skills which contribute to lack of reading comprehension as demonstrated on their iReady diagnostics, District Benchmarks, the ELPAC, and SBAC exams.
2. Reading-Students are not writing to grade-level standards as evidenced on site Embedded writing assessments, FIABs, IABs, and the performance task exam portion of the SBAC.
3. Math-student lack foundational skills such as number sense and the ability to demonstrate competency in their conceptual understanding of mathematical concepts and problem solving skills.
4. Math-students lack mathematical foundation skills contributing to their inability to understand grade level math tasks as demonstrated by their iReady diagnostics, District benchmarks, FIABs, IAB's, and SBAC exam.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Kings Canyon Middle School will continue or focus on clarity of instruction embedded in scientifically proven best practices of initial Tier 1 instruction to address the achievement gaps evidenced in our site's SBAC scores.

Focus: Strengthening of Tier 1 instruction: Professional development and training to support the development of our Professional Learning Teams in effectively using the cycle of continuous improvement in the service of student academic growth towards proficiency.

1. Strengthen our Tier 1 instruction continuing our work with Corwin Teacher Clarity and professional development through Solution Tree, and our continued work in Universal Lesson Design development through state grant and supported by Dr. Jessica Lambert at FCOE.
2. Site focused Instructional Spotlight Strategies we identified by staff as highly impactful Science of Learning tools to be utilized across all contents to give students a consistent instructional foundation for learning. The site will utilize the strategies of Close Reading, annotation/marketing the text, Cornell Notes, the use of compare/contrast in all lessons, thinking maps, using jigsaw as a spotlight group discussion strategy.
2. Site focused use of SWUN Math/MLD/Go Math as core instructional foundation for Math. Use of Next Gen Math as math support for all learners.
3. Site PL/PD focused on MTSS/RTI at Tier 1, Tier 2, Tier 3 through work with Solution Tree
4. Provide continuous professional development through I3 in developing more culturally responsive classroom climates of learning to engage, motivate, and affirm the identities of all learners.
5. Fidelity to use of iReady MYPATH and teacher assigned aligned iReady assignments align to classroom teaching as a support of student attainment of identified student missing skills.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Literacy

Partially Implemented

- Site PL/PD on Corwin's Teacher Clarity to create a foundation for lesson planning, lesson design, and lesson implementation through the cycle of continuous improvement.
 - Year one of real implementation of our clarity plan. Over 50% of our ELA team is new to teaching and new to our site.
- Continued work with I3 and the Side Literacy Group on the concept the the capacity equation and the Clear Model for assessing both site and individual competencies and needs in creation learning climates that are safe, engaging, motivating, and affirming to all student identities.
- Expanded use of FIABs, IAB's, District Benchmarks, common formative assessments to monitor student academic growth and areas for growth.
- Purchase and use of Dreambox as a platform for academic growth in both ELA/Math (Discontinuing at end of this academic year).
- Sending teachers to Orton-Gillingham training to help build teacher pedagogy and skills on foundational literacy skills.

Action 2: Math

Partially Implemented

- Site PL/PD on Corwin's Teacher Clarity to create a foundation for lesson planning, lesson design, and lesson implementation through the cycle of continuous improvement.
 - Year one of real implementation of the clarity plan. 4 of 7 Math years are in year 1 or 2 of teaching with this being the second year at our site.
- Continued work with I3 and the Sunny Side Literacy Group on the concept the the capacity equation and the Clear Model for assessing both site and individual competencies and needs in creation learning climates that are safe, engaging, motivating, and affirming to all student identities.
- Math team did planning day trainings with I3 Rev Hillstrom to further develop them equity lens and lean into trainings surrounding equity in the classroom
- Math walks both on campus and at other sites to see the use of Swun/MLD and Next Gen Math.
- Beginning implementation of the use of Next Gen Math as a platform for extended math learning opportunities.
- Book Study on Corwin's Math Playbook.
- Expanded use of FIABs, IAB's, District Benchmarks, common formative assessments to monitor student academic growth and areas for growth.
- Purchase and use of Dreambox as a platform for academic growth in both ELA/Math (Discontinuing at end of this academic year).
- Sending teachers to Orton-Gillingham training to help build teacher pedagogy and skills on foundational literacy skills.
- Sent Math Department to Solution Tree Math Focus Symposium with Tim Kanold.

Action 3: EL Re-Classification

Partially Implemented

- English learners receive daily grade level appropriate core curriculum with ELD standards and best practices embedded in their learning.
- Teacher receive PL/PD on the ELPAC test competencies and embedded appropriate instructional strategies in their lessons to maximize student academic growth.
- All EL students will continue to have a designated administrator/counselor to monitor academic progress.
- ELPAC assessors will continue to be site funded

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Literacy

Partially Effective

Professional Learning Teams will continue their work on Teacher Clarity in the classroom. ILT focus is on supporting the large number of new teachers to our site and developing their pedagogical knowledge and instructional skills to be effective educators in the classroom. The focus for the year as to teacher clarity crosses all contents in PLT learning how to effectively use the cycle of continuous improvement in creating an effective learning environment for all students. Teams are learning how to use FIABs and IABs as a tool to effectively assess student learning and use along with district benchmarks, site assessments, and iReady to gauge both student levels of proficiency and identify any achievement gaps to coordinate RTI and extension of learning.

- Our implementation of a focused structure of "Teacher Clarity" across all ELA classrooms has been partially effective
- iReady Progress from D1-D2; Grade 7 went from 22% proficient to 25%. Grade 8 went from 20% proficient to 23%.

Embedded Supports at Tier 1

- TSA support to Staff
- Site focused PL/PD on Teacher Clarity & Corwin Professional Development training on PLC+
- Site focused training on Universal Design for Learning by FCOE

Tier 2 Support:

- AM/PM Tutorial Support
- Site Admin/counselor teams designated focus on EL, African-American, SPED, and Chronic Attendance academic progress
- Tier II Intervention Specialist

Tier 3 Support:

- SST to identify and monitor individuals students not making adequate academic performance.

Action 2: Math

Partially Effective

Professional Learning Teams will continue their work on Teacher Clarity in the classroom. ILT focus is on supporting the large number of new teachers to our site and developing their pedagogical knowledge and instructional skills to be effective educators in the classroom. The focus for the year as to teacher clarity crosses all contents in PLT learning how to effectively use the cycle of continuous improvement in creating an effective learning environment for all students. Teams are learning how to use FIABs and IABs as a tool to effectively assess student learning and use along with district benchmarks, site assessments, and iReady to gauge both student levels of proficiency and identify any achievement gaps to coordinate RTI and extension of learning.

- Our implementation of a focused structure of "Teacher Clarity" across all Math classrooms has been partially effective
- iReady Progress from D1-D2; Grade 7 went from 14% proficient to 24%. Grade 8 went from 11% proficient to 15%.

Embedded Supports at Tier 1

- Professional PL/PD through Corwin, Solution Tree
- Site PL support planning days with TSA
- Math Peer Observation walks
- TSA support to Staff
- Site focused PL/PD on Teacher Clarity & Corwin Professional Development training on PLC+
- Site focused training From I3/Sunnyside Literacy Project

Tier 2 Support:

- PM Math tutorial support by staff
- AM/PM Tutorial Support
- Site Admin/counselor teams designated focus on EL, African-American, SPED, and Chronic Attendance academic progress
- Tier II Intervention Specialist

Tier 3 Support:

- SST to identify and monitor individuals students not making adequate academic performance.

Action 3: EL Re-Classification

Effective

Professional Learning Teams will continue their work on Teacher Clarity in the classroom. ILT focus is on supporting the large number of new teachers to our site and developing their pedagogical knowledge and instructional skills to be effective educators in the classroom. The focus for the year as to teacher clarity crosses all contents in PLT learning how to effectively use the cycle of continuous improvement in creating an effective learning environment for all students. Teams are learning how to use FIABs and IABs as a tool to effectively assess student learning and use along with district benchmarks, site assessments, and iReady to gauge both student levels of proficiency and identify any achievement gaps to coordinate RTI and extension of learning.

- ELD embedded standards in all lessons
- Site funded ELPAC Assessors and use of staff as assessors
- Site PL/PD on the ELPAC test and use of instructional focus and strategies in the classroom that are proven best practices to improve student and English Learners' academic progress.
- ELPAC Tutorial cohort sessions
 - Evidence of growth: 2021-22 Re-Classification 16 (11.3%), 2022-2023 Re-Classification 37 (26.2%), 2023-24 Re-Classification 60 (42.6%)

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Actions for Academic Achievement in ELA for Academic Year 2025-26

- Reestablish Student Academic Center (SAC) as part of our Afterschool program to promote student completion of independent learning assessments (Homework).
- Fidelity to the use of iReady as a metric tool to measure student typical and stretch growth.
- One-on-One parent meetings with parents of all students not currently showing proficiency on the ELA SBAC to create parent partnership and understanding of current student educational reality and student support available to support all learners.
- Work with A4 to create greater foundations of support and opportunities for support of our African-American students who are not adequately academically progressing at grade level.
- Additional tutorial contracts for Certified teachers to provide AM-PM academic support.
- Designated 45 minutes of iReady ELA MY PATH during the week (through History)
- Additional Planning Days for ELA team for increased PLC time to analyze data and engage in peer/site/district ELA walks.
- Continued development of Corwin Teacher Clarity.

- Professional development opportunities with Solution Tree focus on EL Learners
- Utilize "Making Literacy Visible" as instructional source and tool.
- In support of our teacher clarity development, a book Study and focus on Anita Archer, "Explicit Instruction" to further maximize student clarity of learning targets/students success criteria during "I Do", "We Do" phases of lesson implementation.

Actions for Academic Achievement in Math for Academic Year 2025-2026

- Reinstitute Student Academic Center (SAC) as part of our Afterschool program to promote student completion of independent learning assessments (Homework).
- Fidelity to the use of iReady as a metric tool to measure student typical and stretch growth.
- One-on-One parent meetings with parents of all students not currently showing proficiency on the Math SBAC to create parent partnership and understanding of current student educational reality and student support available to support all learners.
- Work with A4 to create greater foundations of support and opportunities for support of our African-American students who are not adequately academically progressing at grade level.
- Continue to work with I3 in support of creation of relevancy and engagement of students in Math classes.
- Additional tutorial contracts for Certified teachers to provide AM-PM academic support.
- Designated 45 minutes of iReady Math MYPATH during the week (through Science)
- Purchase Next Gen Math as an alternative platform for extended Math learning.
- Additional Planning Days for Math team for increased PLC time to analyze data and engage in peer/site/district Math walks. Calibrate instruction using SWUN/MLD/GOMATH as curriculum sources.
- Continued development of Corwin Teacher Clarity.
- Professional development opportunities with Solution Tree focus on Math Instruction
- Utilize "Making Math Visible" as an instructional tool.
- In support of our teacher clarity development, a book Study and focus on Anita Archer, "Explicit Instruction" to further maximize student clarity of learning targets/students success criteria during "I Do", "We Do" phases of lesson implementation.

Section D: 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.

SSC:

- SSC requests additional support for EL Learners and parents.
- SSC requests the continuation of incentives for academic achievement.
- SSC requests planning days for teachers.
- SSC requests increased tutorial opportunities for students.

ELAC:

- SSC requests increased parent opportunities for ELAC to interact with their school.
- SSC requests tutorial opportunities for EL students after school that are focused on language and vocabulary development.
- SSC requests the retention of front office staff who parents make parents feel welcome and supported with their questions and concerns due to ability of each individual to be able to fully translate parents' concerns.
- SSC requests incentives for EL students to do well academically.
- SSC requests the continuation of EL data, goal setting, and ELPAC chats.
- SSC requests the continuation of EL reclassification awards ceremonies.

Staff:

- Staff requests continued Professional learning for ELA/Math.
- Staff requests additional planning days.
- Staff requests increased PL/PD opportunities with Corwin, Solution Tree, and I3.

Action 1 :**Literacy****Action Details:**

Kings Canyon Middle School will ensure that all students have access to grade level English instruction that is aligned to the rigor of the California Common Core ELA/Literacy standards. As a Professional Learning Community, we are committed to engaging in intentional academic discourse that develops the listening, speaking, writing and critical thinking skills necessary to be successful academically, as well as professionally. We recognize that the development of literacy skills is the responsibility of all teachers, and the focus of the Sunnyside Regional Literacy Project. 7th and 8th grade ELA PLTs will have 1 release day a quarter to collectively plan for student success outside of their weekly PLT meetings. Teachers will leverage board adopted GVC and supplemental curriculum materials to ensure that students have access to grade-level text and tasks that align to the depth of the ELA standards. Instructional Leadership Team identified 3 to 5 consistent high impact instructional strategies, classroom procedures, and routines to promote student mastery learning. Our central focus for next year will continue to be focused on "Teacher Clarity" in the classroom and our professional development will center around the Teacher Clarity Playbook. This will continue our initial steps taken this year of instituting the foundational 4 T's to Success: Task, Text, Talk, and Takeaway. All PLTs will analyze data with an equity lens towards ensuring all learners have access to an equitable learning opportunity. It is our belief that in order to ensure instruction with high rigor and learning expectations we need to invest in our teachers, para-educator, and peer mentors. Administration, counselors, ILT, and PLTs will continuously monitor iReady, CFAs, FIAB's/IABs, and district benchmarks to monitor student outcomes and address areas of need with targeted intervention to increase growth and reduce the number of students who are not proficient on the ELA SBAC. Our PLTs will use student data to design and implement our Multi-Tiered System of Support to ensure all learners the opportunity to be academically successful. Our goal is to increase ELA proficiency double-digit gains on the ELA SBAC and to reduce the number of EL students who are disproportionately scoring not meeting standards. All students will be given both in school and after school tutoring opportunities through AM-PM Tutors, KCMS After School Program, BSU, A4, and content specific targeted tutoring. For teachers, professional learning will be offered through both on-site and off-site professional conferences such as Solution Tree, AVID, Corwin and Safe and Civil Schools.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

- Site fidelity to continual progress monitoring of student academic achievement through the use of iReady MyPath, iReady teacher assigned assignment, iReady Diagnostics, iReady student goal setting for targeted and stretch goals, use of FIAB, IAB in ELA/Math classrooms, PLT common created assessments, as well as district created benchmarks to guide PLT cycle of continuous improvement.
- One-On-One student/parent chats during the course of the year for students not on grade level to promote greater student/parent connectivity and partnerships in learning.
- Dedicated administrative teams of one admin/one counselor to focus on academic achievement and progress monitoring for African American, Students With Disabilities, and English Learners.
- All RSP students will be enrolled in Co-Teach course in which they will receive ELA support and be progress monitored by their case managers.
- All English Learners will receive instruction based on the ELD standards and framework, as well as integrated ELD instruction within each of their content courses. English learners who are identified at level 2 or 3 on their ELPAC will be cored together in their English classes for more targeted concentrated instruction to address gaps in foundational skills in reading, writing, and speaking.
- Students will be engaged in reading complex texts daily that are aligned with standards-based tasks to promote increased literacy skills.
- All students instructed in specific reading strategies (close reading) and use of 3-5 consistent instructional strategies that have been identified by our ILT team and agreed upon by our staff as norms, routines, and procedures to be utilized in all classrooms to promote greater student academic learning.
- Evidence based intervention strategies such as: iReady, EL mentoring with SHS Peer mentors, and AM/PM tutoring.
- RTI built into instructional day to answer questions 3 and 4 of Foundations.
- Supplemental contracts for AM-PM student tutoring in ELA.
- Software/Site licenses to support student literacy and assessment (Next Gen Math)
- AVID -embedded AVID skills in all classrooms with our AVID teachers providing whole staff training.
- Maintenance. Including, but not limited to, technology, classrooms, school site, student areas, copy machines, etc.
- Materials/Supplies for students and teachers for classroom use and learning needs in support of literacy growth.
- Incentives, rewards, or incentive field trips for students for achievement in literacy.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

There is a dedicated administrative team of one admin and one councilor dedicated to continual progress monitoring of all EL Students. Designated ELD instruction in all English classes will grounded in the ELD Standards and scientifically proven best instructional practices. English learners who are scoring at a 2 or 3 on the ELPAC will be grouped together in classes for more targeted instruction in the core foundation skills that they are missing in literacy. Newcomers and those long term ELD learners scoring at a level of 1 for two consistent years on the ELPAC will have an ELD content support class as their elective class. EL support from EL Service in allotment of a .2 ELD support specialist for 1 period for EL intervention. EL afterschool homework help in ASP and content area teacher tutorial. EL ELPAC data chats and goal setting meetings will continue to take place. Preparation meetings will be held by ELPAC coordinators, and site ELPAC training of teachers will continue to familiarize teachers with the structure of the ELPAC exam to embed instructional strategies in their instruction to promote increased academic awareness and skills for our English Learners to pass the ELPAC exam and redesignate.

Student Groups

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

Students with Disabilities (SWD):

African American (AA):

Using Title 1 Funds , the following expenses to support students have been planned:

- Supplemental contracts will be utilized to compensate teacher to provide targeted support before and after school.
- Funding has been allocated for increased professional development so that teachers may expand their skill set to better serve the need of EL and all students.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.

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

Students with Disabilities (SWD):

African American (AA):

Using 7090/7091 funds the following expenses to support students have been planned:

- Supplemental contracts for teachers to provided targeted support before and after school.
- Funding has been allocated for student incentives to promote tutorial incentives and recognize student growth/achievement.
- Funding has been allocated for studytrips to enhance connection between what students are learning in the classroom in comparison to the real world.
- Funding has been allocated for support staff for student support through the Re-Engagement Center.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.

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

Students with Disabilities (SWD):

African American (AA):

As a site the staff at Kings Canyon Middle School will participate in the following planned actions to support students:

- Teachers will continue to participate in PL designed in collaboration with EL Services to expand their knowledge and ability to utilize strategies in the classroom to support EL students.
- PLC's will continue to meet on a weekly basis to analyze student data and utilize it to collaboratively plan instructional moves, interventions and strategies that will maximize student learning and progress toward reclassification.
- Teachers will participate in quarterly planning days that allow for a full day of PL and collaboration among their PLT. These days will provide increased paid time to collaborate, analyze data, and share research based instructional strategies.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • What to look for: Increase in student grades in ELA and skills-based assessments of student learning. • How: Progress monitoring of student academic achievement through the use of iReady MyPath, iReady teacher assigned assignment, iReady Diagnostics, iReady student goal setting for targeted and stretch goals, use of FIAB, IAB in ELA/Math classrooms, Use of ELPAC practice tests, PLT common created assessments, as well as district created benchmarks to guide PLT cycle of continuous improvement. • Admin Team, ELD English teachers, TSA, English Teachers. • Admin data collected from class walks utilizing our KCMS IPG for learning. • Quarter 1 progress reports, grade reports, and assessment reports (i.e. iReady Diagnostic 1).	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • What to look for: Increase in student grades in ELA and skills-based assessments of student learning. Growth shown on iReady Diagnostic and Benchmarks as to prior year's student's assessments. • How: Progress monitoring of student academic achievement through the use of iReady MyPath, iReady teacher assigned assignment, iReady Diagnostics, iReady student goal setting for targeted and stretch goals, use of FIAB, IAB in ELA/Math classrooms, Use of ELPAC practice tests, PLT common created assessments, as well as district created benchmarks to guide PLT cycle of continuous improvement. • Admin Team, ELD English teachers, TSA, English Teachers. • Admin data collected from class walks utilizing our KCMS IPG for learning. • Quarter 1/2 progress reports, grade reports, and assessment reports (i.e. iReady Diagnostic 1, FIABs, IABs, and District Benchmark). iReady Data showing student growth towards achievement of target goal and stretch goal attainment.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Student academic improvement the following areas: • Grades • attendance • State/School/district assessments of learning. • Increased Redesignation Rates • Closing the DFS gaps for African American, Students with Disabilities, EL and Fully Redesignated learners on the SBAC. • See increased rates of African-American, Students with Disabilities, English Learners, and Redesignated students represented in our GATE ELA classes and Math Accelerated, and Algebra classes. • How: Progress monitoring of student academic achievement through the use of iReady MyPath, iReady teacher assigned assignment, iReady Diagnostics, iReady student goal setting for targeted and stretch goals, use of FIAB, IAB in ELA/Math classrooms, Use of ELPAC practice tests, PLT common created assessments, as well as district created benchmarks to guide PLT cycle of continuous improvement. • Admin Team, ELD English teachers, TSA, English Teachers. • Quarter 1/2/3/4 progress reports, grade reports, and assessment reports (i.e. iReady Diagnostic 1/2, FIABs, IABs, and District Benchmarks 1/2). • ELPAC/SBAC scores

Action 2 :

Math

Action Details:

Kings Canyon is committed to ensuring ALL students make academic growth in Math. Our site and district goal is a double-digit gain on this year's Math SBAC. Kings Canyon has been identified as an ATSI school due to the academic proficiency of English Language Learners in Math. ELD standards and the ELD framework will continue to be integrated into daily math instruction and part of the focus of the CCI review of student achievement in all Math PLT meetings. Math instruction will also support our regional literacy work with mathematical academic vocabulary and student discourse being embedded in every lesson. Math PLT will have 1 release day a quarter to plan as a team as well as the 3 PLT meeting each month. Tutors and bilingual Peer Mentors will be utilized in both the classroom as well as in our AM-PM academic support programs. It is our belief to do this we need to invest in our teachers with the focus of creating a foundation for success by making sure we have strong first instruction. Early identifications of students struggling in math by teachers, counselors, and the administrative team using SBAC, iReady diagnostic, and classroom assessments will be key to proper placement of students in their math class as well as identifying students in need of more intensive academic support. Math PLTs will continue implementing the "I Do, We Do, You Do" lesson design laid out in Swun Math. Teachers will closely monitor students to provide corrective instruction and Just in Time supports, and RTI within our Multi-Tiered System of Support. Teachers will be provided support by administration, district math coaches, professional development through CIPL, and professional conferences from Solution Tree and Safe and Civil Schools.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Kings Canyon Middle School's Multi-Tiered Systems of Support continue to remain dynamic to meet the diverse learning needs of all students. All students receive high quality instruction in our Tier 1 instruction. Students who need more support are provided another opportunity to learn material in a more scaffolded setting in Tier 2. If students still struggle to meet grade level standards after Tier 1 instruction, and Tier 2 scaffolds they are provided intensive intervention in Tier 3 instruction that is designed to fill gaps students may have missed from previous years in school.

Evidence based strategies to be utilized:

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Students with Disabilities (SWD):

- Create supplemental contracts that allow teachers to offer after school and before school tutoring for all student groups to get support in acquiring both grade level and missing mathematical skills
- Purchase of Net Gen Math to create standards and SBAC aligned assessments that match the rigor of state standards

Socio-economically Disadvantaged (SED):

- Create supplemental contracts that allow teachers to offer after school and before school tutoring for all student groups to get support in acquiring both grade level and missing mathematical skills
- Purchase of Net Gen Math to create standards and SBAC aligned assessments that match the rigor of state standards

English Learner (EL):

- Create supplemental contracts that allow teachers to offer after school and before school tutoring for all student groups to get support in acquiring both grade level and missing mathematical skills
- Purchase of Net Gen Math to create standards and SBAC aligned assessments that match the rigor of state standards

African American (AA):

- Create supplemental contracts that allow teachers to offer after school and before school tutoring for all student groups to get support in acquiring both grade level and missing mathematical skills
- Purchase of Net Gen Math to create standards and SBAC aligned assessments that match the rigor of state standards

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

Students with Disabilities (SWD):

- Purchase Next Gen Math to create, assign, and analyze rigorous standards aligned math lessons and assessments to better prepare students to meet standards on the SBAC

Socio-economically Disadvantaged (SED):

- Purchase Next Gen Math to create, assign, and analyze rigorous standards aligned math lessons and assessments to better prepare students to meet standards on the SBAC

English Learner (EL):

- Purchase Next Gen Math to create, assign, and analyze rigorous standards aligned math lessons and assessments to better prepare students to meet standards on the SBAC

African American (AA):

- Purchase Next Gen Math to create, assign, and analyze rigorous standards aligned math lessons and assessments to better prepare students to meet standards on the SBAC

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

- High-quality Tier 1 instruction in all classrooms
- High-functioning PLC teams that create engaging and rigorous lessons, analyze assessment data and implement necessary interventions for students
- Sitewide professional learning around targeted instructional strategies in the classroom
- Academic Counselor led study skills trainings, progress report reviews, and targeted SST support

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

Short-Term (Learning) Expect to see We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. Math teachers will monitor student progress in their PLCs utilizing a data analysis protocol that addresses areas of need of specified groups of students. Using this data, teachers will design and implement targeted intervention opportunities to increase student academic performance.	Medium-Term (Change in Behavior or Performance) Want to see Shape these behaviors... Include how these outcomes will be measured and who will monitor them. At regular intervals during the school year, students will show progress toward mastering grade level standards on the iReady Diagnostics (1 in September, 2 in December, and 3 in May), and the District Benchmarks in October and February. Data from these assessments will be reviewed by teachers, with the support of admin to determine further adjustments.	Long-Term (Change in Condition) Hope to see And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. On the SBAC test administered in May 2026, students will show an average improvement of at least 15 points distance from standard and students will show a measurable increase of meeting grade level standards from the previous year's SBAC.
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Action 3 :

EL Re-Classification

Action Details:

Kings Canyon continues to have a great need to support students toward re-classification. Of the 148 EL students attending KCMS, 116 are LTEL students (long term English Learners) who have been in our system for five or more years. Through the use of the Ellevation platform/data base and the analyzing of ELPAC result reports, student needs have been identified. Of the four areas measured on the ELPAC (Reading, Writing, Listening and Speaking), students scored the lowest in reading comprehension and writing. As a result, and in an effort to increase re-classification rates of students, Kings Canyon Middle School will improve upon the following bodies of work:

- PLT's focused on creation of curriculum and lessons embedded in the State's ELD standards with continual monitoring and RTI support for all EL learners.
- Targeted Individual and small group support.
- ELPAC test prep tutorial sessions.
- Targeted support through RTI.
- ELD support classes for newcomers and LTEL students who have scored a 1 on ELPAC for three or more consecutive assessment cycles.
- Quarterly "Data Chats" and individual student conferences that include goal setting.
- After school tutoring programs through the Expanded Learning Program, library tutoring focused on language and vocabulary development (iReady and English 3D), and the Sunnyside High School ELD peer mentoring/tutoring will be continued with specific actions to increase the enrollment and success of ELD students.
- Individual small group learning implementation in RTI classes and after school tutoring.
- Springboard ELD along with technology resources including GVC online resources.
- Increased number of ELD students in AVID classes to enrich vocabulary through literature.
- Field trips and experiences using the ELD standards that include parents of EL/LTEL students.
- Redesignation/Reclassification recognition celebrations.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Using our District’s Professional Learning Team (PLT) model, our site will establish an English Learners (EL) PLT committee, which will include Administrators, School Counselors, teachers and District support staff. The purpose of the EL PLT is to work collaboratively to develop and implement interventions to support this subgroup. PLT 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 and iReady, 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
- Targeted tutorial and support provided before and after school
- Weekly designated time for I-Ready support through GSP
- Participation in Read 180
- Utilization of 3D English
- ELPAC test preparation bootcamp
- 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

- Targeted small group academic tutoring after school
- Monthly check-in with EL Site Rep and Academic Counselor

Tier 3

- Bi-Weekly check-in with EL Site Rep and Academic Counselor
- 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, teachers will attend professional learning opportunities to further develop their skills and learn new strategies to support EL students in the classroom. These learning opportunities will have a direct impact on instruction, which will enhance the academic learning of our EL students. Our site will also use site funds to purchase English 3D licenses. The use of this software will help students further develop their English language skills and will support the direct instruction they receive in their ELD/English class. Funding will also be allocated to offer supplemental contracts for teachers to provide targeted EL support after school. Using formative assessment measures such as practice ELPAC tests and I-Ready progress data, teachers will be able to determine if students are showing improvement. Site funds will also be utilized to provide EL students and their parents the opportunity to attend study trips to visit college and university campuses. As a site, we believe these opportunities will expose EL students and their families to post-secondary opportunities as well as develop their intrinsic motivation to want to achieve a higher education.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Kings Canyon Middle School will support all EL students including LTEL and newcomers in the following ways:

- Continuation of PL and teacher trainings collaboratively designed with the EL Services Department on EL supports/strategies to be utilized in the classroom.
- Teacher trainings on the use of Ellevation to monitor student progress toward reclassification.
- Continuation of PL on iReady to maximize use and analyze student data.
- Allocation of funding for field trips, and incentives for students meeting attendance, academic and language acquisition goals.

Student Groups

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

Long Term English Learner (LTEL):

Using Title 1 Funds, the following expenses to support EL students have been planned:

- Supplemental contracts will be utilized to compensate teacher to provide targeted support before and after school.
- Funding has been allocated for increased professional development so that teachers may expand their skill set to better serve the need of EL and all students.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.

English Learner (EL):

Using Title 1 Funds, the following expenses to support EL students have been planned:

- Supplemental contracts will be utilized to compensate teacher to provide targeted support before and after school.
- Funding has been allocated for increased professional development so that teachers may expand their skill set to better serve the need of EL and all students.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.

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

English Learner (EL):

Using 7090/7091 funds the following expenses to support EL students have been planned:

- Supplemental contracts for teachers to provided targeted support before and after school.
- Funding has been allocated for student incentives to promote tutorial incentives and recognize student growth/achievement.
- Funding has been allocated for study trips to enhance connection between what students are learning in the classroom in comparison to the real world.
- Funding has been allocated for support staff for student support through the Re-Engagement Center and a Resource Counseling Assistant.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.

Long Term English Learner (LTE):

Using 7090/7091 funds the following expenses to support EL students have been planned:

- Supplemental contracts for teachers to provided targeted support before and after school.
- Funding has been allocated for student incentives to promote tutorial incentives and recognize student growth/achievement.
- Funding has been allocated for study trips to enhance connection between what students are learning in the classroom in comparison to the real world.
- Funding has been allocated for support staff for student support through the Re-Engagement Center and a Resource Counseling Assistant.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.

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

English Learner (EL):

As a site the staff at Kings Canyon Middle School will participate in the following planned actions to support EL students:

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

- Each content area has at least one teacher trained in ELD instruction within their content to disseminate those strategies to their entire team.

Long Term English Learner (LTE):

As a site the staff at Kings Canyon Middle School will participate in the following planned actions to support EL students:

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

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Teachers will effectively implement best practice Tier 1 instruction with assessments aligned to the rigor and nuance of the standard. • PLC teams will continue to grow in their understanding of "Teacher Clarity" and effectively using the Cycle of Continuous Improvement to adjust instruction to maximize student academic growth. • Effective Tier 2/3 intervention based on student data analysis.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Outcomes will be measured by analysis of teacher created CFA's, FIABs, IABs, iReady diagnostics and teacher assigned iReady tasks aligned to current lessons, District Benchmarks, and use of SBAC interims, progress reports, and student grading reports to measure student growth. • Outcomes will be monitored by Admin Team, counselors, teachers, and PLT's during their analysis of student work product.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Outcomes will be measured to analyze student academic growth as well as areas or gaps that need to be addressed in subsequent instruction or RTI. Analysis will look for evidence of student mastery of essential standards taught in each classroom to make sure all students are on track towards proficiency or to decrease their individual distance from standards on the various academic blocks covered by the content standards for ELA and Math. • Outcomes will be monitored by Admin Team, counselors, teachers, and PLT's during their analysis of student work product.

2025-2026 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs - Monthly Teacher Release Days (Goals 1-5) ** No IEPs or 504s**	19,083.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts for tutoring and additional support at lunchtime and after school. *No IEPs or 504s*	36,780.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Program subscriptions - Nearpod, Plan Book.	5,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology to enhance student learning *ALL Goals*	3,830.00
G1A1	Title 1 Basic	Instruction	Travel			: Travel/PL Opportunities (Solution Tree, Safe and Civil etc.).	15,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement/Engagement ** No Food or Incentives**	3,830.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom/Material Supplies and student Incentives to promote engagement and recognize instructional gains.	76,345.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology for student learning (All Goals).	33,170.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copy Machine Lease/Maintenance.	12,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Program Subscriptions and Curriculum: Next Generation Math.	15,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3808	Re-Engagement Center SEL Support.	29,144.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	15,939.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Target EL Support/ELPAC Test Prep.	3,679.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6192	Re-Engagement Center SEL Support.	47,393.00

\$316,193.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	77.2 %	76.6 %	2024-2025	77.7 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Kings Canyon Middle School's problem of practice is moving our students' favorable perception of student-centered learning and real-world learning experiences from our current student level of 76.6% to 77.7%. This metric increased 6 percentage points from the prior student climate and culture survey.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The identified major causes contributing to the problem of practice above are as follows:
1. Only 62%% of students believe their school teaches them lessons that connect to their lives.
 2. 70% of students believe that their school prepares them for life through the use of real-world experiences.
 3. Both students, staff, and parents all state that there is little to no cross-curricular learning opportunities available at our school.
 4. Not all lessons included the importance of why the learning is relevant and meaningful to students to create curiosity and student motivation in their learning.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

In order to address the above-mentioned causes leading to the percent of students responding favorably in the student-centered/real-world experiences domain on the Climate and Culture survey, Kings Canyon Middle School has identified the following needs:

- Increased project-based learning
- Increased student voice and choice as to relevant learning opportunities.
- Increased opportunities for cross-collaborative learning.
- Increased time for teacher to meet and plan cross-collaborative learning activities.
- Continued PL/PD and full implementation of the Universal Design for Learning in all classroom.
- All lesson include relevancy in learning in their anticipatory sets.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Centered Real World Experiences

Partially Implemented

The action was **partially implemented**.

- Universal Design for learning was only partially implemented to provide students more choice and voice in their learning.
- There was little to no cross-curricular lesson design and projects provided to students to have a more relevant project-based learning experience.
- Infrequent inclusion of the "Why" of learning. Why is this information relevant to student's personal learning as to being important and worth-wild to each student's future goals and dreams.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Centered Real World Experiences

Ineffective

The action was **ineffective**.

- There was little to no cross-curricular lesson design and projects provided to students to have a more relevant project-based learning experience.
- Use of UDL in lesson design and implementation was limited in its scope and use.
- Student voice and choice was limited in most classroom discussions during most lesson designs and implementation.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

To achieve our site goal of 77.7% of students responding favorably on the Student/Centered and Real-World Learning experiences Domain of the Climate and Culture Survey the following changes will be made:

- Part of each PLT's Planning cycle and lesson design will encompass the "Why" as to why students should learn the subject under discussion.
- Teachers anticipatory set utilizing the "I DO" "We Do" "You Do" will include the foundational pieces of lesson objective, student success criteria, skills to be mastered, and why the learning is relevant.

- Staff will continue to develop their equity lens in making sure all lessons are culturally validating pedagogy that engages, motivates, and affirms the identity of all students (As developed in their Teacher Clarity and PLT+ playbooks as well as our work with I3 on the clear model).
- Staff will be given planning days to work with colleagues to create more cross-curricular learning projects.

Section D: 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.

SSC:	ELAC:	Staff:
• SSC requests opportunities for parents to be involved in school learning activities. • SSC requests increased opportunities for parents to be involved in school events. • SSC requests monthly events for parents to come and learn about helping their children at school.	• ELAC requests increased opportunities for parents to be involved in school learning activities. • ELAC requests increased opportunities for parents to be involved in school events. • ELAC requests monthly events for parents to come and learn about helping their children at school.	• Staff requests increased time to engage in planning for cross-collaborative learning. • Staff requests increased PL/PD on UDL. • Staff requests increased time to work with I3 team on the "Clear" model and developing culturally validating pedagogy.

Action 1 :

Student Centered Real World Experiences

Action Details:

Our mission at Kings Canyon Middle School is that all students will be academically, socially, and emotionally ready for high school. On our student climate/culture survey 62% of responding students replied that their classroom lessons were not relatable to their lives and 30% replied that school was not preparing them for real world experiences. It is our goal to provide students relevant real-world experiences that engage them and provide the opportunities to develop the skills and competencies necessary for success in high school, and beyond. That journey starts with by immersing students in a classroom learning environment that provides relevant instruction and empowers students to take ownership of their learning. To further support the development of real world experiences and skills, we will ensure that all of our core content teachers are given adequate time to work with their PLCs to create curriculum and instruction that embeds real world learning experiences and to look for ways to engage in cross-curricular learning projects with other core contents.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Targeted support for EL students will include:
 - Dedicated EL Admin-Counselor team
 - Dedicated Admin/Counselor Chronic Attendance team for early detection of academic struggles to provide prompt academic and social-emotional support.
 - Content PLT Teacher release days with their teams and cross-curricular partners (English-History-Art, Math-Science-Expo Tech)
 - Use of Equity Audits
 - ELD support class for New Comers and those English Learners who have scored at a 1 on the ELPAC for 2 consistent years.
 - AM-PM tutorial programs
 - ELPAC Administration substitutes
 - Meet with ELA PLT weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).

- Teachers trained on Orton-Guillingham will provide PD for staff.
- Dedicated Counselor to monitor EL academic progress

Targeted support for African-American Students:

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

Targeted support for Students with Disabilities:

- Dedicated Admin/Counselor to monitor SPED Academic progress in both ELA and Math
- Dedicated Admin/Counselor Chronic Attendance team for early detection of academic struggles to provide prompt academic and social-emotional support
- Meet with English PLT weekly and SPED team Monthly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- Common prep periods for SDC teacher to meet with their specific subject matter content PLC to plan instruction, design lessons, and calibrate student assessment data for next instructional steps or plan specific needed RTI.
- GE and SPED Co-teachers will attend Co-Teach meetings to gain further training on best instructional practices to promote high expectations and rigor in our Co-Teach ELA/Math classes.
- SDC classes in all core subjects with SDC student enrolled in GE electives and PE classes.
- AM-PM Tutorial
- Career Day: Students will be exposed to a variety of careers and learn the necessary steps to obtain such careers.
 - Supplemental contracts for Teachers to assist with the planning of Career Day event
 - Career Day correspondence that acknowledges professional, working experts in their field and their contribution to building a youthful workforce.
- 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
- 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.
- Expansion of VAPA with addition of Choir and Ceramics classes.
- Expansion of Agricultural pathway elective to align with Sunnyside High School Agricultural Science pathway.
- We will hold multiple events and initiatives at our site to encourage, incentivize and reward our students. These events include quarterly celebrations such as academic and attendance awards, Grizzly Bear Bash, recognition of student growth on the iReady, and 4.0 luncheons.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

- Academic growth in ELA and Mathematics

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

Targeted support for EL students will include:

- Purchase Next Gen Math
- Continue Sunnyside Literacy work with I3
- Content PLT Teacher release days
- Use of Equity Audits
- ELD support class for Newcomers and those English Learners who have scored at a 1 on the ELPAC for 2 consistent years.
- AM-PM tutorial programs with Peer Mentors
- ELPAC Administration substitutes
- Meet with ELA PLT weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- Teacher PD training Orton-Gillingham
- Dedicated Counselor to monitor EL academic progress and ELPAC tutorial
- Supplemental contracts for ELPAC tutorial

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

- Continued funding for ELPAC assessors
- Continued funding for supplemental contracts for teachers to provide targeted EL support and ELPAC test prep
- Continued funding for student incentives to promote after school tutorial and ELPAC test prep sessions
- Parent engagement supplies and materials
- Materials, supplies, and technology to support classroom learning

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

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

Student Groups

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

Using Title 1 Funds, the following expenses to support all students have been planned:

- Providing all students real world experiences both academically and well as social-emotionally.
 - Academically we will give teachers the time to plan to develop lessons that are more culturally relevant and based in real world learning experiences resulting in more student project based learning.
 - PL/PD training in UDL that give students more voice and choice in their educational options
 - More SEL training and meetings to develop a more restorative campus and classroom culture that is inclusive and accepting of all students.
 - More SEL skill training for students

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

Using 7090/7091 funding the following expenses to support students have been planned:

- Materials and supplies to support more project-based learning.
- Funds for Goal 2 off-site learning activities.
- Funds for incentives and celebrations
- More supplemental teacher contracts for extracurricular clubs and activities

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

Planned actions to support student groups include the following:

- Ensure that GSP and school wide instructional systems provide real world learning opportunities to all students.
- Proactive meetings by Transitional Counselor with feeder school students to connect them with KCMS support staff.
- Study trips to expand upon classroom learning and allow students to make real world connections to curriculum and instruction.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Data collected through classroom walks and utilization of Kings Canyon Middle School's observation tool, will indicate students are actively engaged in instruction and are demonstrating a joy for learning in the classroom. This will be demonstrated by students engaging in academic discourse, understanding success criteria, and assessment results. Data collected will also be utilized to drive teacher feedback.

Outcomes will be monitored by teachers and the administrative team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Positive behavior outcomes will be measured through 5Star, Power Bi and Atlas. We will see an increase of students positively engaged on campus, a decrease in suspensions and a decrease in classroom misbehaviors.

Outcomes will be monitored by the CCD, teachers, the Climate and Culture team and administration.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

An increase will be seen in the number of students demonstrating mastery of grade level standards. Evidence of this will be seen on iReady, district benchmarks and the SBAC.

Outcomes will be monitored by teachers, counselors, and the administrative team.

2025-2026 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	Teacher Prep Buyout for Instruction: Ethnic Studies (Laura Matthews - 1066955).	13,957.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: GBB - Quarterly student recognition/celebration. Promote positive Engagement, Academics and Attendance.	20,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Career Day supplies and material for students and guests.	5,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Various locations (Museum of Tolerance, Arte America, etc.) : Students study trips to various location (Museum of Tolerance, Tech Museum, Google, Arte America, etc.).	20,000.00

\$58,957.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		34.1 %	2023-2024	33.5 %
Chronic Absenteeism - (Asian)	✓		18.6 %	2023-2024	18 %
Suspension Rate	✓	6.17 %	13.5 %	2023-2024	13.17 %
Suspension Rate - (African American)	✓	11.67 %	33.3 %	2023-2024	32.97 %
Suspension Rate - (English Learner)	✓		12.2 %	2023-2024	11.87 %
Suspension Rate - (Hispanic)	✓		14.1 %	2023-2024	13.77 %
Suspension Rate - (Long-Term English Learner)	✓		13 %	2023-2024	12.67 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓	6.47 %	13.5 %	2023-2024	13.17 %
Suspension Rate - (Students w/ Disabilities)	✓	7.57 %	16 %	2023-2024	15.67 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Kings Canyon's Problem of Practice is based on the current metric of the State Data Dashboard on the issue of chronic absenteeism and rates of suspension.

- Our students have an overall Chronic Absenteeism rate of 34.1% which is down from 38% the previous year. Asian American have the highest absenteeism rate at 18.6%.
 - African American 40.8% a decrease of 20.6%
 - Socioeconomically Disadvantaged 12.3% an increase of 3.6%
 - Students with Disabilities 12/3 an increase of 2.3%
 - English Learners 10.2% an increase of 3.6%
 - Hispanic 10.9% an increase of 2.3%
 - Asians 5.1% a decrease of 13.5%
- Suspensions have increased by 1.1% to a suspension rate of 13.5%.
 - African American 33.3% an increase of 1.7%

- English Learners 12.2% and increase of 2.1%
- Hispanic 14.1 % an increase of 3.3%
- Long-Term EL's 13% an increase of 1.7%
- Socioeconomically Disadvantaged 13.5% an increase of 1.2%
- Students With Disabilities 16% an increase of 3.7%

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the factors for our Chronic Absenteeism:

- Students are habitually tardy/absent to first period GSP (Homeroom) due to parents dropping students off late.
- Families responding and attending our site's Attendance Matter meetings.
- Highest rates of chronic attendance are also our most at-risk groups of students.
- Lack of a true measure of accountability (ineffective SARB process) for parents to get their students to school on a regular basis.
- Did not have a completely filled office and Social Emotional team until mid-year.

Factors Leading to High Rates of Suspensions:

- Causal link between chronically absent students and students who are suspended due to a feeling on not being connected to school.
- Students not connected to school and viewing school as not relevant or meaningful to them on a personal level.
- Lack of coping/interpersonal skills to deal with conflict without resorting to threats/acts of violence.
- Students fighting substance abuse issues.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Habitually tardy. Parents not getting students to school on time. Many families are shuttling multiple siblings to schools that all start at roughly the same time. We are moving to a later school day start next year to alleviate the problem.
- Many parents under the belief that GSP is not an academic class, and it is not necessary for students to attend. Continual messaging to parents on parent square, letters home, and phone calls home have not alleviated the problem. We will be moving GSP to one day a week that will be held later in the school day class rotation.
- Students who are chronically absent in their school career. We will early identify our returning 7th graders and incoming 6th grade students for early intervention and the holding expectation meetings with families during registration and first days of school.
- Increase motivational incentives for students to be to school on time
- Continued use of PBIS and second step during GSP as an SEL tool to teach coping skills and build a positive classroom and campus climate.
- Continue work with I3 on the CLEAR model and creating classrooms that care by making learning more engaging, motivational, relevant, and affirming to all students to build a connection between all students and their schools.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Improving Student Attendance

Fully Implemented

Attendance:

- We have fully implemented the use of Safe and Civil Schools CHAMPS, PBIS, and E5 Essential behaviors on campus through our CCT to build a positive campus and school climate
- All students have the opportunity to self-select their elective course as well as join a myriad of school clubs and sports
- We have partially implemented our attendance matters campaign and will be adding beginning of year attendance and data chats to those students identified as possible poor attendance candidates.
- We finally have a complete office staff mid-year this year.

Suspensions:

- Implementation of the Restorative Practices Guidelines
- Staff trained on Restorative Practices
- Use of RP counselor and addition of a Tier II SEL manager at or site

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Improving Student Attendance

Ineffective

- Use of CHAMPS/PBIS/E5 have been highly effective in that students, staff, and parents each rate our campus culture at high levels and that there is an understanding of the expected academic and classroom behaviors at our campus.
- Goal 2 Student engagement in extracurricular activities remains high for all students.
- Our Attendance Matters Campaign has been partially effective is lowering our chronic attendance. We finally have a complete front office staff and SEL support staff to adequately deal with the large number of students at our sight.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- School will start later in the morning at 8:15am to give both parents and students more time to get to school on time.
- Core instructional classes will start at the beginning of the day so students and parents will know that being on time is essential for student academic success.
- GSP will be held one day a week rather than the current 5 days a week.
- Core instructional classes will gain an additional 5 minutes of instruction time day adding 25 more instructional minutes a week to each class.
- There are identified admin-counselor teams specific to the following areas: African American Student Success, Hispanic/English Learner Academic Success, Attendance Matters, Students with Disabilities that will conduct weekly progress monitoring and report out weekly at Admin Meetings on successes and areas of concern.
- Students will be identified as potential chronic attendance concerns to hold early preventative meetings with students and families prior to school starting as well as the start of school.
- Our admin team will identify and monitor both returning students with suspensions as well as incoming students in order to put into place staff to make early connections with students who fall into the Tier 2/3 area of behavioral support.
- We will start the year with a fully function SST team and Social Emotional Support Staff.
- Targeted support utilizing our Tier II Intervention Specialist
- Continue site funding our RCA

- Reinstatement of Principal Advisory Committee Meetings
- Increase in incentive-based attendance ceremonies

Section D: 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.

SSC:

- SSC requests Parent/Teacher conferences in the Fall/Spring semesters.
- SSC requests an increased number of family/community events.
- SSC requests an increased number of opportunities for students to positively engage on campus, including increased club offerings.
- SSC requests incentives to promote school attendance, academics and student i-Ready, SBAC and assessment gains.

ELAC:

- ELAC requests increased targeted support and ELPAC test prep.
- ELAC requests increased PL for staff to support the individual learning needs of all students.
- ELAC requests increased family engagement opportunities.
- ELAC requests increased parent outreach efforts to increase the number of parents attending monthly parent engagement meetings.
- ELAC requests funding be allocated for the realization of the Parent Engagement Center.

Staff:

- Continue strong PBIS/Champs structure of campus and classroom academic and behavior expectations.
- More Social-Emotional PL/PD
- More opportunity for contact with parents-Teacher/Parent conferences.
- Consistent follow up with staff to know what is happening with student restorative practices and expectations.
- More staff awareness of what is happening with TST, SST, and discipline.
- More differentiated voice on CCT team.

Action 1 :

Improving Student Attendance

Action Details:

Rationale: Find EveryKid

Regular attendance in school is critical to student academic and social emotional success. Students are encouraged to attend school daily and on time. Student engagement and a sense of connection to school is key to building motivation and student ownership with their academic success. Kings Canyon is currently at an attendance rate of 91.45% attendance rate ranking 5th out of 14 middle schools in daily average attendance rate. Our site goal is 95% and in ATSI status for chronic attendance for our African American students, and Students with Disabilities. Our site attendance goal of 95% for all students.

- We will highlight our Attendance Matters campaign daily in announcements.
- To promote being on time and in class, we will utilize quarterly recognition of positive attendance through the presenting of attendance awards and E5 tickets for students with 90% attendance or above as well as students who positively increased their attendance from the previous month.
- Teachers will make positive calls to those students who are absent to touch base and let them know they were missed and an important part of the Grizzly family.
- Contact home Parent Square, phone calls, emails, and mail to notify parents of student attendance on a consistent basis.
- Our HSL will work with our ARA to support families in reducing the numbers of students with chronic absences, increase the average daily attendance (ADA) and assisting students in overcoming barriers to attending school, including connecting students to tutoring, mentoring/counseling and/or medical referrals.
- Counselors and teacher mentors will reach out to and engage in small group counseling providing support with an emphasis on the importance of attendance and its connection to academic success.
- Prior to the school year, those students who have chronic attendance issues as 7th graders or incoming 6th graders will be identified and attendance chats will take place with student and family and a list will be given to our TST team to monitor during their biweekly meetings.
- Prior to the start of the school year, we will host a vaccination clinic on campus to facilitate parents getting their incoming students vaccinated

- An area of concern at KCMS is the high rates of absences with transfer students to KCMS. In order to effectively address this concern, all transfer students to KCMS and their parents will attend a mandatory student transfer orientation meeting where students and parents will sign a behavior contract outlining the requirements to remain at Kings Canyon and not risk revocation of their transfers.
- We will work closely with our partners at Project Access to monitor student absenteeism with our PA students to provide prompt support before absenteeism become chronic.
- Identified T2 and T3 students will have monthly small group attendance meetings with the Vice Principal
- We will use our HSL, ARA and OA to make phone calls to the parents of T2 and T3 students inviting the parents to attend the monthly parent attendance meetings in the cafeteria
- We will increase our celebrations and recognition of students' positive attendance making sure to recognize those at-risk attendance students who are showing improvement in their attendance.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

How do we get our students to school? By promoting increased connectivity of students to their learning by making more engaging, motivating, relevant, and culturally affirming:

- Weekly PLC/PLT meetings focused on culturally responsive teaching practices using student academic data to drive instructional decisions and practices to insure equitable outcomes.
- Monthly ILT/CCT/SST meetings to monitor student academic, social-emotional, and engagement data to drive MTSS/RTI decisions on student academic and social-emotional, and connectivity growth.
- Professional development through Solution Tree, Safe and Civil schools, and Unbound Ed to develop site and teacher's equity lens.
- Professional development focused on "Teacher Clarity" using the Teacher Clarity Playbook in a whole site book read and professional development program on motivating and engaging all students in the classroom.
- Purchasing Next Gen Math platform to extend learning beyond the classroom to students at home.
- Supplemental contracts for AM-PM tutorial contracts, Peer mentors.
- Adult-peer mentor to create feeling of student connectivity to the campus.
- Grizzly Attendance (Grizzly Attendance Team) to identify and make positive connections to students/families when students are absent.
- Daily and weekly attendance data collected in ATLAS with special attention to students for those who flagged as Chronic, Severe, and habitually tardy.
 - Students who are flagged as Chronic or Severe will be given support through individual/group meetings.
 - Students in the 80%-93% attendance range will be referred to TST
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

African American (AA):

Asian (AS):

Using Title 1 Funds, the following expenses to support all students have been planned:

- Materials and supplies for parent meetings.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

African American (AA):

Asian (AS):

Using 7090/7091 Funds, the following expenses to support all students have been planned:

- Material and Supplies for "attendance matters" positive campaign in the form of incentive (awards ceremonies)
- Incentives for students to improve their attendance
- Classroom materials and supplies to support teachers and students in classroom activities and lessons on why "Attendance Matters"
- Supplies to support TST in their support of "Attendance Matters" Campaign.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

African American (AA):

Asian (AS):

As a site the staff at Kings Canyon Middle School will participate in the following planned actions to support all students:

- School wide attendance Matters Campaign to engage staff, students, parents, and our community in making sure students are at school everyday.
- Early detection of attendance issues by VP/ARA using attendance data to identify at risk students and proactively reach out to students in families proactively before student fails into a T2 attendance status.

- Early identified support by TST team to provide support and interventions to student and families in a timely manner.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Admin Attendance Team of VP/ARA will coordinate attendance matters program. • ARA and the VP will monitor to identify any schoolwide attendance trends as well as to identify individual students who need more targeted support. • TST team will do weekly checks to monitor attendance • Firm protocols set for attendance verification and attendance plan of action (Flow Chart).	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • VP/ARA will monitor and report weekly at Admin meetings as to trends and student concerns to be addressed by VP/ARA and referral to TST team. • 4 week attendance cycles to address attendance issues and concerns. • By the end of the first semester, student ADA will increase over 93% and schoolwide attendance interventions being monitored by the VP will be reassessed to determine their value and to make adjustments as needed.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • VP/ARA/TST • Daily attendance rates will be monitored weekly. • Chronic attendance will be assessed at progress report and end of the quarter as to school wide attendance data. • By the end of the 2025-26 school year, our ADA at Kings Canyon Middle School will be above 95%.

2025-2026 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
G3A1	Sup & Conc	Instruction	Mat & Supp			: Attendance campaigns, celebrations, and incentives.	10,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			The Island Waterpark : 8th grade End of Year/Promotion Trip.	10,000.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	631.00

\$20,631.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	88.9 %	93.1 %	2024-2025	94.2 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Kings Canyon Middle School would like to increase recruitment and retention of staff reflecting the diversity of our community by increasing the percentage of staff responding favorably in the organizational culture domain of the Climate and Culture Survey. Although we did see an increase in favorable responses from Fall 2023 to Fall 2024, which allowed us to exceed our target goal of 88.9%, by 4%, not all staff responded favorably. We would like to increase recruitment and retention of staff by increasing teacher voice on campus as it pertains to PL, sense of belonging, and the overall climate and culture of the school.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The identified major causes contributing to the problem of practice above are as follows:
- 1. Limited professional development meeting time.
 - 2. Limited number of additional paid planning time/Teacher pull out days.
 - 3. Challenges with staff engagement and participation in climate and culture events and activities.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- In order to address the above-mentioned causes leading to the percent of staff responding favorably in the Organizational Culture domain on the Climate and Culture survey, Kings Canyon Middle School has identified the following needs:
- Kings Canyon Middle School will continue to provide opportunities for all stakeholders to voice their input through committees (SSC, CCT, ILT and ELAC), surveys, feedback forms and open discussions at meetings.
 - The Administrative team will continue to leverage leadership decisions utilizing school committees/guiding coalitions to identify areas where growth can occur.
 - The Climate and Culture team will survey staff on a regular basis to ensure interest/buy in regarding connectivity/engagement activities and events.

- The principal will send weekly updates keeping staff informed.
- The Climate and Culture Team will send monthly newsletters with tips, data, and information around positive relationships and engagement.
- Funding will be allocated for additional teacher planning/pull out days.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment and Retention

Partially Implemented

This action was **partially implemented**. Due to a decrease in professional development hours, site wide PL opportunities were limited. In the current SPSA funding was allocated for teacher pullout and planning days, however, due to sub availability, planning did not occur on a quarterly basis as planned. Kings Canyon Middle School did, however, hold New Teacher support meetings and recognized staff through "FISH" at staff meetings, shout-outs, and appreciation events.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment and Retention

Partially Effective

The actions were **partially effective**: The Fall Climate & Culture survey indicates that we exceeded our metric, however, not all staff responded favorably. We will continue to work toward a culture where every staff member feels valued, supported and cared for on campus, and expect to see a favorable increase next year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

To achieve our site goal of 94.2% of staff responding favorably on the organizational culture Domain of the Climate and Culture Survey the following changes will be made:

- We will allocate funding and secure substitute teachers in advance, so that teachers may participate in quarterly planning days. We will also create opportunities for teachers to participate in classroom walks/peer observations so that they may learn from one another.
- We will garner staff input when developing PL and new teacher support meetings to ensure learning is tailored to staff needs.
- We will keep staff informed by improving communication between staff and the administrative team. This will be done by maintaining an "open door" policy where communication can take place, and by sending out weekly communication about classroom trends, observation feedback, celebrations, upcoming events and opportunities for PL.

Section D: 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.

SSC: • SSC requests funding be allocated for PLT's to engage in additional planning time. • SSC requests increased opportunities for students and staff to positively engage outside of the classroom. • SSC requests increased support for the development of new teachers.	ELAC: • ELAC requests monthly staff celebration and recognition (Employee of the Month/Teacher of the Month). • ELAC requests increased school to home communication. Would like all teachers to have a set method of communication (Remind App, ATLAS connect, Google Voice etc.). • ELAC requests Parent/Teacher conferences. • ELAC requests increased number of progress reports and/or deficiency notices for students at risk of failing a class.	Staff: • Staff requests funding be allocated for additional paid planning time. • Staff requests opportunities to participate in collaborative classroom walks. • Staff requests the continuation of staff appreciation, celebration and recognition events. • Staff requests a concentrated effort be placed on the development of meaningful new teacher support. • Staff requests funding be allocated for the continuation of student celebrations for attendance, academic, and behavior achievements.
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Action 1 :

Recruitment and Retention

Action Details:

Kings Canyon Middle School is committed to ensuring an excellent, equitable education for all and to the recruitment and retention of staff members that reflect the diversity of our community. To achieve this, we will continue to prioritize the following:

- Professional development that is collaboratively designed by administration, guiding coalitions and district support staff. That is agreed upon by staff, and relative to the current and changing needs of staff and students.
- Supporting the development of every staff member so that each may achieve/demonstrate excellence in their teaching pedagogies.
- Creating a collaborative culture of educational excellence on campus.
- Ensuring every staff member has clarity on the direct impact their role has on achieving the mission and vision of Kings Canyon Middle School.
- Ensuring each staff member feels supported, valued, accepted, and a vital part of the Grizzly family.
- Creating staff community building opportunities at Staff Meetings and through community events.
- Increasing staff recognition 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 professional development to further develop their Cultural Proficiency lens. This will allow for the creation of a classroom learning environment and curriculum that is relevant and accepting of the life, learning experiences, and knowledge of all students. Professional Learning opportunities will be provided through conferences which include but are not limited to: AMD, Solution Tree, Schools to Watch, Safe and Civil, 3D English, and continued PLC+ training on teacher clarity. The site will expand on equity and 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. We believe this will positively impact Staff to Student relationships. All staff members will be given a voice through monthly forms, check-ins and weekly communication between the principal and staff. 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 members 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. We will strive to create an engaging learning environment that is accepting, affirming, and supports the positive development of the diverse cultural identities of every Grizzly student.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Student Academics:**
- Continued site wide Restorative Practice Training
- PL that is collaboratively designed and decided upon
- Additional paid PLT time for planning, evaluating student data and designing RTI
- **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
- Increased positive engagement opportunities (staff/staff and staff/student)

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Kings Canyon Middle School will continue to provide sitewide PL on EL strategies to support students in the classroom. Close attention will be given to increasing student discourse of EL students. We will also continue to allocate funding for afterschool ELPAC test prep and targeted support. 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.

Student Groups

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

African American (AA):

- Funding has been allocated for increased professional development so that teachers may expand their skill set to better serve the needs of all students.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.

Hispanic (HI):

- Funding has been allocated for increased professional development so that teachers may expand their skill set to better serve the needs of all students.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.

Long Term English Learner (LTEL):

- Supplemental contracts will be utilized to compensate teacher to provide targeted support before and after school.

- Funding has been allocated for increased professional development so that teachers may expand their skill set to better serve the needs of LTEL and all students.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.

English Learner (EL):

- Supplemental contracts will be utilized to compensate teacher to provide targeted support before and after school.
- Funding has been allocated for increased professional development so that teachers may expand their skill set to better serve the need of EL and all students.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.

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

African American (AA):

- Funding has been allocated for study trips to enhance connection between what students are learning in the classroom in comparison to the real world.
- Funding has been allocated for support staff for student support through the Re-Engagement Center.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.

Hispanic (HI):

- Funding has been allocated for study trips to enhance connection between what students are learning in the classroom in comparison to the real world.
- Funding has been allocated for support staff for student support through the Re-Engagement Center.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.

Long Term English Learner (LTEL):

- Supplemental contracts for teachers to provided targeted support before and after school.
- Funding has been allocated for student incentives to promote tutorial incentives and recognize student growth/achievement.
- Funding has been allocated for study trips to enhance connection between what students are learning in the classroom in comparison to the real world.
- Funding has been allocated for support staff for student support through the Re-Engagement Center.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.

English Learner (EL):

- Supplemental contracts for teachers to provided targeted support before and after school.
- Funding has been allocated for student incentives to promote tutorial incentives and recognize student growth/achievement.
- Funding has been allocated for study trips to enhance connection between what students are learning in the classroom in comparison to the real world.
- Funding has been allocated for support staff for student support through the Re-Engagement Center.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.

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

- Teachers will continue to participate in PL designed in collaboration with EL Services to expand their knowledge and ability to utilize strategies in the classroom to support EL students.
- PLC's will continue to meet on a weekly basis to analyze student data and utilize it to collaboratively plan instructional moves, interventions and strategies that will maximize student learning and progress toward

reclassification.

- Teachers will participate in quarterly planning days that allow for a full day of PL and collaboration among their PLT. These days will provide increased paid time to collaborate, analyze data, and share research based instructional strategies.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Data collected through classroom walks and utilizations of Kings Canyon Middle School's observation tool, will indicate clarity, grade level curriculum and high expectations exist in every classroom. Data collected will also be utilized to drive teacher feedback.

Outcomes of this will be monitored by the Administrative Team including the Principal, VP's and GLA

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from assessment to assessment and through iReady personalized learning lessons, with the expected outcome of every student reducing their distance from stretch goal by a minimum of 2 grade levels.

Outcomes of this will be monitored by the Administrative Team teachers, and grade level PLCs.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Kings Canyon Middle School will see an increase in the number of students mastering grade level standards as well as an increase in the number of students reclassifying. This will in turn allow students to take grade level courses, geared toward A-G requirements promoting college and career readiness among all students.

Outcomes of this will be monitored by teachers and the Administrative Team.

2025-2026 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Staff celebrations, student/staff engagement events, recognition, meeting/Buyback snacks and food.	10,000.00
G4A1	Sup & Conc	Instruction	Travel			Travel/PL Opportunities (Safe and Civil, Solution Tree, etc.).	35,000.00

\$45,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	91.7 %	2024-2025	95 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Kings Canyon Middle School would like to increase Parent Engagement on campus. While 91.7% of parents responded favorably on the climate and culture survey in the Family Engagement domain, we would like to continue to promote sense of belonging among families and the community by increasing engagement opportunities.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The identified major causes contributing to the problem of practice above are as follows:
1. Parent schedules - inability to attend parent engagement meetings and school events due to work schedules conflicting with event times.
 2. Limited number of positive engagement opportunities being offered to families and the community.
 3. Need for increased communication between school and families.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- In order to address the above-mentioned causes leading to the percent of parents responding favorably on the Family Engagement domain, Kings Canyon Middle School has identified the following needs:
- Site will allocate funding for supplemental contracts in order for teachers to facilitate parent education courses. Course offerings would include (Usage of ATLAS, i-Ready, Springboard and Next Gen Math).
 - Site will increase the number of engagement opportunities offered to parents/families. Additional parent meeting times will be offered so that more parents may participate, including in person evening meetings and virtual meetings.
 - Site will allocate funding for the realization of the on-campus Parent Engagement Center. This includes purchasing computers, a printer and furniture for parent use.
 - Parents will be invited on campus to conduct collaborative walks with administration. Feedback gathered from parents will be utilized to garner parent/family voice to improve school culture and instruction.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Parent Engagement

Partially Implemented

This action was partially implemented. Monthly Parent Engagement meetings have been held, and parents have been offered visits to colleges and universities. Kings Canyon Middle School has also offered increased opportunities for parents to engage with members of our counseling and social/emotional support team at monthly meetings. Unfortunately, parent attendance at monthly meetings has not been as high as anticipated and very few parents attended planned college/university visits. Due to limited spacing on campus, we did not open the Parent Engagement Center as planned, nor did we offer Parent Teacher Conferences in the fall or spring.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Parent Engagement

Partially Effective

The actions were **partially effective**: The Fall Climate & Culture survey indicates that we exceeded our metric, however, not all parents feel engaged. We plan to increase the number of opportunities for parents to engage on campus and expect to see a favorable increase next year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

To achieve our site goal of 95% of families responding favorably on the Family Engagement Domain of the Climate and Culture Survey the following changes will be made:

- We will strengthen our effort and commitment to increase parent participation on campus by allocating funding for the realization of a Parent Engagement Center as well as an increased number of incentives for parents to attend meetings. Additional training will also be provided to our Home School Liaison and members of our school site staff in strategies on parent outreach. We will also work to strengthen our relationships within the community to bring an increased number of resources and community organizations to present at parent meetings. Lastly, we will offer an increased number of events on campus for families to attend and participate in, including volunteer opportunities for parents.

Section D: 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.

SSC:

ELAC:

Staff:

- SSC requests increased community and family engagement events (Family dances, pumpkin carving, movie nights, carnivals, showcases, concerts, etc.).
- SSC requests Parent/Teacher Conferences in the Fall and Spring.
- SSC requests increased parent communication, including mailing grade reports (progress reports, report cards), flyers, and monthly newsletters.
- SSC would like to see the realization of the KCMS Parent Engagement Center.

- ELAC requests increased methods of communication (mail, Parent Square etc.) including personal phone calls home when school events are taking place.
- ELAC requests increased opportunities to volunteer on campus, support with events, and aide in increasing parent outreach.
- ELAC requests an increased number of community events.
- ELAC requests increased study trips/college visits for all students.
- ELAC requests targeted support for EL students and ELPAC test prep.
- ELAC requests celebrations for student iReady gains and Re-classifications.
- ELAC requests events/meetings at different times (evening) to allow an opportunity for working parents to attend.

- Staff requests supplemental contracts for parent outreach and parent education courses (EduText, ATLAS support, Math and Literacy curriculum support).
- Staff requests Parent/Teacher Conferences in the Fall and Spring.
- Staff requests increased community events.
- Staff requests community outreach/vendors on campus at events for families.

Action 1 :

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 student's education. We believe parent connectivity is key to the academic and social-emotional growth of students. The Fall 2024 Climate and Culture Survey indicates 91.7% of Kings Canyon Middle School families responded favorably in the Family Engagement domain. We would plan to increase that number to 95% during the 2025-2026 academic year. To achieve this, Kings Canyon Middle School will increase 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, Let's Talk, ATLAS Connect, 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 and technology that will be purchased 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, leave suggestions and ideas.
- Community resource information and opportunities to meet with various community organizations including Barrios Unidos, PATH, Stone Soup and Teh Marjory Mason Center.

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

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

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

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

Kings Canyon Middle School is also reinstituting the use of Parent-Teacher conferences in the Fall and Spring Quarters to provide increased 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, mailing paper copies 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **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/School Connect Lessons to build positive classroom/climate community and social-emotional support and strategies
 - Build upon Agriculture elective/program to align with Sunnyside Ag pathway
 - Increased study trips/college visits provided to students
- Conferences offered to parents (i.e. Fresno State Feria)
- College visits offered to parents (Fresno City, Fresno State, and a UC)
- **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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 along with ELPAC test prep support. Peer Mentors will be utilized to support EL students with their academics. 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 that is designed to meet their specific literacy needs. Progress towards literacy goals and reclassification will be measured through bi-weekly i-Ready reports measuring distance from stretch and grade level goals. All EL Students will have a monthly check in with the EL site rep and Academic Counselors. Re-classified students will continue to be monitored through the RFEP process and quarterly meetings with the

EL site rep and members of the counseling team.

Student Groups

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

Using Title 1 Funds, the following expenses to support all students have been planned:

- Supplemental contracts will be utilized to compensate teacher to provide targeted support before and after school.
- Funding has been allocated for increased professional development so that teachers may expand their skill set to better serve the need of EL and all students.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.

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

Using 7090/7091 funds the following expenses to support all students have been planned:

- Supplemental contracts for teachers to provided targeted support before and after school.
- Funding has been allocated for student incentives to promote tutorial incentives and recognize student growth/achievement.
- Funding has been allocated for study trips to enhance connection between what students are learning in the classroom in comparison to the real world.
- Funding has been allocated for support staff for student support through the Re-Engagement Center.
- Funding has been allocated for parent engagement supplies and materials to keep parents engaged on campus and informed of their students' progress toward goals.
- Funding has been allocated for technology/supplies and materials to directly support student learning in the classroom.

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

As a site the staff at Kings Canyon Middle School will participate in the following planned actions to support all students:

- Teachers will continue to participate in PL designed in collaboration with EL Services to expand their knowledge and ability to utilize strategies in the classroom to support EL students.
- PLC's will continue to meet on a weekly basis to analyze student data and utilize it to collaboratively plan instructional moves, interventions and strategies that will maximize student learning and progress toward reclassification.
- Teachers will participate in quarterly planning days that allow for a full day of PL and collaboration among their PLT. These days will provide increased paid time to collaborate, analyze data, and share research based instructional strategies.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Data collected through classroom walks and utilizations of Kings Canyon Middle School's observation tool, will indicate clarity, grade level curriculum and high expectations exist in every classroom. Data collected will also be utilized to drive teacher feedback.

Outcomes of this will be monitored by the Administrative Team including the Principal, VP's and GLA

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by growth from assessment to assessment and through iReady personalized learning lessons, with the expected outcome of every student reducing their distance from stretch goal by a minimum of 2 grade levels.

Outcomes of this will be monitored by the Administrative Team teachers, and grade level PLCs.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Kings Canyon Middle School will see an increase in the number of students mastering grade level standards as well as an increase in the number of students reclassifying. This will in turn allow students to take grade level courses, geared toward A-G requirements promoting college and career readiness among all students.

Outcomes of this will be monitored by teachers and the Administrative Team.

2025-2026 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	Sup & Conc	Parent Participation	Mat & Supp			: Parent Engagement Center supplies, and materials.	10,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Communication/Outreach. ELAC Meeting supplies.	2,000.00

\$12,000.00

2025-2026 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs - Monthly Teacher Release Days (Goals 1-5) ** No IEPs or 504s**	19,083.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts for tutoring and additional support at lunchtime and after school. *No IEPs or 504s*	36,780.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Program subscriptions - Nearpod, Plan Book.	5,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology to enhance student learning *ALL Goals*	3,830.00
G1A1	Title 1 Basic	Instruction	Travel			: Travel/PL Opportunities (Solution Tree, Safe and Civil etc.).	15,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement/Engagement ** No Food or Incentives**	3,830.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom/Material Supplies and student Incentives to promote engagement and recognize instructional gains.	76,345.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology for student learning (All Goals).	33,170.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copy Machine Lease/Maintenance.	12,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Program Subscriptions and Curriculum: Next Generation Math.	15,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3808	Re-Engagement Center SEL Support.	29,144.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	15,939.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Target EL Support/ELPAC Test Prep.	3,679.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6192	Re-Engagement Center SEL Support.	47,393.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Teacher Prep Buyout for Instruction: Ethnic Studies (Laura Matthews - 1066955).	13,957.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: GBB - Quarterly student recognition/celebration. Promote positive Engagement, Academics and Attendance.	20,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Career Day supplies and material for students and guests.	5,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Various locations (Museum of Tolerance, Arte America, etc.) : Students study trips to various location (Museum of Tolerance, Tech Museum, Google, Arte America, etc.).	20,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Attendance campaigns, celebrations, and incentives.	10,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			The Island Waterpark : 8th grade End of Year/Promotion Trip.	10,000.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	631.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Staff celebrations, student/staff engagement events, recognition, meeting/Buyback snacks and food.	10,000.00
G4A1	Sup & Conc	Instruction	Travel			Travel/PL Opportunities (Safe and Civil, Solution Tree, etc.).	35,000.00

G5A1	Sup & Conc	Parent Participation	Mat & Supp	: Parent Engagement Center supplies, and materials.	10,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	Parent Communication/Outreach. ELAC Meeting supplies.	2,000.00
					\$452,781.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$98,523.00
Sup & Conc	7090	\$284,616.00
LCFF: EL	7091	\$69,642.00
Grand Total		\$452,781.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$316,193.00
G2 - Expand student-centered and real-world learning experiences	\$58,957.00
G3 - Increase student engagement in their school and community	\$20,631.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$45,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$12,000.00
Grand Total	\$452,781.00