Kings Canyon Middle

10621666057327

Principal's Name: Landon Ailanjian

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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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 and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

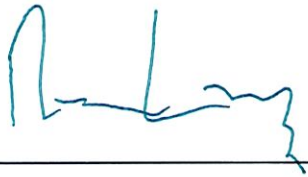
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 - Nancy Lopez Vargas				X	
3. Laura Matthews		X			
4. Celeste Avedikian		X			
5. Jacquelien Rodriguez		X			
6. Ruby Fonseca-Flores			X		
7. Raymond Scott				X	
8. Jackie Oliva				X	
9. Joseph Shafer					X
10. Starlitt Her					X
11. Omar Gomez					X
12. Adrian Lopez			X		X
13. Janie Ochoa					
14.					
15.					

Check the appropriate box below:
X 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**		3.19.26
SSC Chairperson	Nancy Lopez		3/19/26

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

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

FY 2026/27

Kings Canyon - 0265

ON-SITE ALLOCATION

3010	Title I	$97,662	*
7090	LCFF Supplemental & Concentration	$255,040	
7091	LCFF for English Learners	$66,272	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$418,974**	

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$3,176
Program Budget	$94,486
Total Title I Allocation	$97,662

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

January 30, 2026

Kings Canyon Middle 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		23.9 %	2025-2026	**25 %** ↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		20.2 %	2025-2026	**21.3 %** ↑
Goal 1	ELPAC - percentage of students who scored 4		7.5 %	2024-2025	**8.6 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	38.6 %	31.8 %	2024-2025	**32.9 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	35.4 %	33.6 %	2024-2025	**34.7 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		36.6 %	2025-2026	**37.7 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		49.7 %	2025-2026	**50.8 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		29.4 %	2025-2026	**30.5 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		41.5 %	2025-2026	**42.6 %** ↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-44.5 pts	-48.1 pts	2024-2025	**-33.1 pts** ↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)	-130.8 pts	-151.3 pts	2024-2025	**-136.3 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		35.8 %	2024-2025	**40.8 %** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-88.3 pts	-91.9 pts	2024-2025	**-76.9 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)	-158.3 pts	-173.7 pts	2024-2025	**-158.7 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		21.9 %	2024-2025	**26.9 %** ↑
Goal 2	Chronic Absenteeism - (African American)		51 %	2024-2025	**50.4 %** ↓
Goal 2	Chronic Absenteeism - (English Learner)		29.7 %	2024-2025	**29.1 %** ↓

Goal 2	Chronic Absenteeism - (Hispanic)		36.5 %	2024-2025	**35.9 %** ↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		35.4 %	2024-2025	**34.8 %** ↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		42.2 %	2024-2025	**41.6 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	33.5 %	22.1 %	2025-2026	**21.5 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95 %	97 %	2025-2026	**98.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	94.2 %	88 %	2025-2026	**89.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		76 %	2025-2026	**78 %** ↑
Goal 2	Suspension Rate - (English Learner)	11.87 %	12.4 %	2024-2025	**12.07 %** ↓
Goal 2	Suspension Rate - (Long-Term English Learner)	12.67 %	14.8 %	2024-2025	**14.47 %** ↓
Goal 2	Suspension Rate - (Students w/ Disabilities)	15.67 %	16.8 %	2024-2025	**16.47 %** ↓
Goal 2	Suspension Rate (ALL) Semester 1	13.17 %	4.9 %	2025-2026	**4.57 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

1. ELA-Tier 1 instruction is improving, but not at the level necessary to make significant progress in providing students the academic skills needed to effectively close the achievement gap for all students.

- Only 35.8% of students are Meeting or Exceeding Standards on the ELA SBAC and average DFS is -48.1
- Students with Disabilities are 151.3 DFS (Decreased 5.5 points last year), English Learners are 139.8 DFS (Decreased 11.2 points last year).
- In 2025/26, on the iReady D2, only 23.9% of students scored On/Above Grade Level
- Root Causes:
  - Significant gaps in students' core foundational literacy skills
  - Weak alignment between ELD instruction and ELA/core literacy instruction
  - limited access to grade level text with appropriate scaffolding/Differentiation
  - Insufficient small group instruction matched to ELPAC/ELD levels
  - Inconsistent progress monitoring (Literacy and Language)
    - Limited effective use of formative assessments (IAB's, FIAB's, District Benchmarks, teacher created assessments) to measure student mastery of common core standards and skills.
  - New struggling teachers one at each grade level with high levels of D's and F's for their students.
  - Failure to effectively implement UDL strategies in all ELA classes.
  - Variations in standards-based instruction across all classrooms as to the level of rigor and depth of teaching to the standard.
  - Limited writing opportunities that are aligned to the SBAC with effective calibration for student success

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

2. Math-Tier 1 instruction is improving but, not at the level necessary to make significant progress in providing students the academic skills necessary to effectively close the achievement gap for all students.

- Only 21.9% of students are Meeting or Exceeding Standards on the Math SBAC and average DFS is -91.9. Students with Disabilities 173.3 DFS. English Learners 139.8 DFS.
- In 2025/26, on the iReady D2, only 20.2% of students scored On/Above Grade Level
- Root Causes:
  - Students entering middle school lacking core math foundational skills and prerequisite knowledge i.e. number sense and fraction/ratio foundations.
  - Low math confidence in students (SWD, EL's)
  - Behavior and attendance issues reducing instructional minutes.
  - New math team with an average teaching experience age of 2.8 years
  - Variation in standards-based instruction across classrooms as to level of rigor and depth of teaching to the standard
  - Insufficient opportunities for conceptual understanding and problem solving
  - Limited use of formative assessment (IAB's, FIAB's, Teacher created assessments)
    - Lack of regular use of CFA to gauge instruction with SBAC aligned-tasks
    - Inconsistent assessment of student knowledge between what is taught, practiced, and what SBAC Measures
  - Lack of differentiation/scaffolding to meet the academic needs of English Learners and Students with Disabilities.
  - Insufficient intervention structures (RTI, Tier 1, Tier 2)

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

3. English Learners-Academic scores of English Learners are declining in both Math and ELA as the gap to proficiency is widening.

- Though KCMS had the highest redesignation rate for EL Learners in 24-25 school year, There has been a consistent drop in EL ELPI score percentages over the last 3year with only 31.8% of our current EL's making progress (a decrease of 2.5%)
- English Learners are 139.8 DFS on the 25/26 ELA SBAC (11.2 point drop), and 173.9 points away from DFS in Math (3.7 point drop).
- 31.8 % increased one ELP level (drop of 3.2%)
- Currently 78 EL students have been identified as being 3+ years behind on the iReady ready diagnostic and scoring not meeting standards on the SBAC.
- Root Causes:
  - Significant gaps in students' core foundational literacy skills
  - Weak alignment between ELD instruction and ELA/core literacy instruction
  - limited access to grade level text with appropriate scaffolding
  - Insufficient small group instruction matched to ELPAC/ELD levels
  - Inconsistent progress monitoring (Literacy and Language)

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

4. Chronic Absenteeism-Chronic absenteeism is increasing based on the California Data Dashboard for specific subgroups affecting academic performance for each group.

- 27.5% of all students are Chronically Absent to this point in the year.
- Chronic absenteeism was 34.1% last year
- California Data Dashboard previous year shows: African American 51% (increase of 10.2%, English Learners 29.7% (increase .8%), Students with disabilities 42.2% (increase 6.5%).
- Root Causes;
    - Health issues
    - Parental concerns over negative school experiences
    - Student frustration over academic success at school. Learning gaps leading to academic disengagement
        - Limited Tier 2/Tier 3 intervention supports
        - English Learners needing more adequate language supports
    - Student feelings over lack of connectivity, sense of belonging, and lacking trusting relationships
    - Failure of site to implement a site-wide Attendance policy to detail roles, responsibilities, can a flow chart outlining system of steps to combat chronic absenteeism and chronic attendance.
    - Inadequate use of fiscal resources to combat absenteeism and chronic attendance issues.
    - Ineffective communication to parents as to chronic absenteeism thresholds.

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

1. Students lacking prerequisite academic skills that provide a firm foundation for academic success at the middle school level.

2. Tier 1 instruction is not at the depth, nuance, and rigor level of the common core standards as measured by the end of year SBAC summative exam.

3. The site's balanced system of assessment is ineffectual due to the lack of constant and continual progress monitoring and lack of responsive intervention to promote student academic progress.

4. There is over scaffolding of instruction and limited differentiation in instruction to meet the needs of all subgroups.

5. Lack of effective instructional support by the district for both SPED and Co-Teachers

6. The combination of the first four causes creates a condition of academic frustration for students that creates the conditions for students not valuing school, feeling disconnected from school, and that lack of connectedness leads to increased student absenteeism and results in increasing chronic student attendance.

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.

1. Need for more time for professional learning and development of staff.

2. Need for a universal screener to identify student academic strengths and weaknesses in literacy/math upon students entering middle school.

3. Need for intensive sitewide literacy intervention training for all staff.

4. Need for district training for co-teachers as well as coaching support of co-teachers by the district.

5. Need support from SPED department to fully staff KCMS SPED support staff and support SPED staff with coaching as to creation and implementation of IEP's, 504's, and behavior plans.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

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.
    - We saw 85% adherence to the posting of objectives and student success criteria in classrooms (Fully Implemented).
- Year one of real implementation of our clarity plan. Over 50%of our ELA team were new to teaching and to our site.
- The Sunnyside Literacy group did not continue our work with I3 assessing both site and individual competencies and needs in creation learning climates that are safe, engaging, motivating, and affirming to all student identities (Not implemented).
- Expanded use of FIABs, IAB's, District Benchmarks, common formative assessments to monitor student academic growth and areas for growth.
    - Partial implementation-Creation of assessment cycles did not effectively occur in ELA/Math classrooms as a consistent progress monitoring practice.
- Due to cost, teachers were not Orton-Gillingham trained to help build teacher pedagogy and skills on foundational literacy skills.
- Planning Days (Implemented)
- Class Walks (not implemented)

Math

Fully 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 teacher were in year 1 or 2 of teaching at the site.
- Math team Planning Days
- Math walks both on campus and at other sites to see the use of Swun/MLD and NextGen Math.
- Beginning implementation of the use of NextGen 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.
- Sent Math Department to Solution Tree Math Focus Symposium with Tim Kanold
- Did not continue Equity Lens work with Rev. Hillstrom and I3

EL Re-Classification

Fully Implemented

- English learners received grade level appropriate core curriculum with ELD standards and best practices embedded in their learning.
- Teacher received 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

Student Centered Real World Experiences

Partially Implemented

- Beginning Implementation of UDL in History and Co-Teach ELA classes. Focus on giving students choice, voice, and authenticity to build student ownership of their learning (partially implemented)
- Growth and expansion of Agriculture elective to bring speakers to provide students career professional knowledge of opportunities in the agricultural field.
- Continuation of KCMS Career Day
- JDA classes offering field trips to colleges and guest speakers in their classrooms.
- Teacher Clarity in Classrooms: Posting of learning objectives, student success criteria, and relevancy of learning, "Why the learning is Important" with real world connections to learning.

Improving Student Attendance

Partially Implemented

Site chronic attendance 34% 24-25 School Year

- African-Americans 51% (10.2 increase), EL's 29.7% (.8% increase), SWD 47.2% (6.5% increase)
- Site Wide Attendance Matters Campaign, Plan, and Flowchart
- Attendance Meetings with Students and Parents
- Clarity of roles and responsibilities for ARA, HSL, CWA, Office Staff, Tier II Specialist
- Weekly Attendance Meetings

Recruitment and Retention

Fully Implemented

Focus: Hiring, promotion or lateral movement of staff to also promote the health and wellness of staff and students.

- We retained 96.7% of our teacher this year (One teacher moved up to HS level and we actively helped the teacher to obtain the job at the level he desired to move too after being at our site for many years).
- We added a bi-lingual ELA teacher to our staff that will positively impact our EL leaners.

Parent Engagement

Fully Implemented

Site focus for the 25-26 school year was increased parent engagement and participation with their student's school through the building of relation trust and a shared commitment to each child's academic success.

- The KCMS Fall Family Survey had a parent family engagement overall score of 97%.
- Parents gave the site a score of 100% for the question that my school encourages me to participate in my child's education.
- Continual and constant use of Parent Square, text messaging, and letters home to parents to keep parents aware of events and opportunities for input into their child's education.
- Promotion of parent involvement in ELAC and SSC have drawn increased parent attendance.
- Parent Trainings and information meetings: JDA, AVID, High School Recruitment
- Open House and Back to School Night had our largest turnouts ever.
- Truck or Treat drew over 2000 of our community to our campus.
- Use of in-person or virtual meeting options with flexible hours to accommodate parent's working schedules.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

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 PLTlearning 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
  - 85% of classrooms had a learning intention and student success criteria posted on the whiteboard, promethean board, or on student work.
    - Area of growth: Less than 30% had a posted relevancy component explaining why the learning focus was important.
- iReady progress from D1-D2; 36.6% of students met their stretch growth, 49.3% met their target growth.
- Of our 237 identified Literacy Intervention students; 52.8% made gains from iReady D1-D2 and 42.6% grew by over 40% exceeding their stretch goal

Embedded Supports at Tier 1

- TSA support to Staff Site focused PL/PD on Teacher Clarity & Corwin Professional Development training on PLC+
  - We lost our TSA this year
- Site focused training on Universal Design for Learning by FCOE
  - Implementation started in History and Co-Teach ELA classes
    - initial implementation occurred in History/Not Co-Teach ELA
- Use of FIAB's, IAB's, CFA's, Edcite/Benchmark, CAASPP teacher tools embedded in instruction and assessment
- Use of LIF classes-80% of LIF students have meet their goal

Tier 2 Support:

- AM/PM Tutorial Support
  - Student participation was limited
  - ASP did not consistently hold students accountable to the tutorial piece of their program.
- Site Admin//counselor teams designated focus on EL, African American, SPED, and Chronic Attendance academic progress
  - PM EL ELPAC support tutorial classes saw our site have the highest redesignation rate of all middle schools last year.
- Tier II Intervention Specialist
  - This resource was not effectively utilized.

Tier 3 Support:

- SST to identify and monitor individual students not making adequate academic performance.
  - The lack of early identification of struggling students and lack of timely teacher referrals hampered the effectiveness of the SST/TST team.

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 PLTlearning 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+

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.

EL Re-Classification

Effective

Professional Learning Teams will continue their work on Teacher Clarity in the classroom. ILTfocus 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 claritycrosses all contents in PLTlearning 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%)

Student Centered Real World Experiences

Partially Effective

Real world experiences occurred in the providing of student opportunities to be in space with professionals from outside of the campus to bring real world experiences to our students. Area of growth is the reinvesting of UDL strategies and instruction throughout all our classrooms.

- Beginning implementation of UDL in History and Co-Teach ELA classes. Focus on giving students choice, voice, and authenticity to build student ownership of their learning.
- Growth and expansion of Agriculture elective to bring speakers to provide students career professional knowledge of opportunities in the agricultural field.
- Continuation of KCMS Career Day
- JDA classes offering field trips to colleges and guest speakers in their classrooms.
- Teacher Clarity in Classrooms: Posting of learning objectives, student success criteria, and relevancy of learning, "Why the learning is Important" with real world connections to learning.

Improving Student Attendance

Ineffective

Creation of site wide "Attendance Matters" campaign was not effectively implemented at the start of the year.

- Roles and responsibilities were not clearly defined.
- There was ineffective use of resources to address attendance issues.
- Early identification and proactive actions did not occur
- Weekly meetings did not occur with staff with clear directives from admin over attendance
- Nudge letters and meetings with students and parents were not held by admin over attendance.

Recruitment and Retention

Effective

KCMS retained 96.7 teachers at our site.

- KCMS added a bi-lingual teacher to our ELA team which will be a positive asset in supporting our English Learners.

Parent Engagement

Effective

Site focus for the 25-26 school year was increased parent engagement and participation with their student's school through the building of relation trust and a shared commitment to each child's academic success.

- The KCMS Fall Family Survey had a parent family engagement overall score of 97%.
- Parents gave the site a score of 100% for the question that my school encourages me to participate in my child's education.
- Continual and constant use of Parent Square, text messaging, and letters home to parents to keep parents aware of events and opportunities for input into their child's education.
- Promotion of parent involvement in ELAC and SSC have drawn increased parent attendance.
- Parent Trainings and information meetings: JDA, AVID, High School Recruitment
- Back to School Night-54% parental turnout.
- Truck or Treat drew over 2000 of our community to our campus.
- Use of in-person or virtual meeting options with flexible hours to accommodate parent's working schedules.

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.

Actions for increased Academic Achievement in ELA/Math for Academic Year 2026-27

Focus will be on development of KCMS Balanced System of Assessment For Student Academic Progress (Goal 2 Literacy Intervention)

- Site will have an Academic calendar of assessments for the year for each department.
- ILT focus: supporting PLT's cycles of academic inquiry
    - PLT's instructional goals, 4-week grade level cycles of academic assessment, assessment calendars, Progress monitoring, RTI
    - Full implementation of IAB's, FIAB's, ELPAC assessments into all contents as applicable
    - Use of District Benchmarks exams to coordinate and plan instruction
    - Student Data Trackers in ELA/Math
    - Weekly meetings with ILT leads/Admin
- Continued Focus on Teacher Clarity in the Classroom. LISC (Learning Intention/Success Criteria)
- Planning Days every quarter (ELA/Math/Science/History)
- Classroom Walks
- RTI/Hour Of Genuis-Intervention Period
- Student Support
    - AM-PM Tutorial Labs
    - Academic Counselors
        - One-On-One Academic meetings with students/parents
        - Early academic referrals to SST/TST

Literacy Intervention Focus:

- Early identification of Literacy Intervention students (Incoming 7th Graders). Prompt notification to teachers
- Early use of iReady 1 Diagnostic Week 2 of school
- Sitewide use of teacher tracking tool
- Proper placement of LI students in Co-Teach, LIF, ELD classes
- Admin/Counselor notice to LI Student families
- Use of ELA Literacy Intervention support classes as needed.
- Progress monitoring LI Cycle of Assessment
- PL/PD

English Learners Focus: Goal: Increased percentage rate of English Learners/Long term English Learners frow one level on ELPI (8% and 5% respectively)

- Early identification and notification of teachers
- Proper placement in Co-teach, LIF, ELD, LI support classes as needed.
- Counselor One-On-One chats with students/families
- EL Parent support meetings
- iReady D1 week two

- Consistent Tier 1 instruction across all classes with adequate linguistic scaffolding for all English Learners.
    - Integration of language objectives
    - Integration of UDL
    - differentiated instruction and targeted small group supports
    - Daily formative assessments
    - Weekly data usage to inform instruction
    - PLT meetings focused on Data cycle analysis grounded in student work
- Tier 2 Targeted Small-Group Intervention
    - Based on diagnostic-interim data
    - Core Skills based (vocabulary, fluence, reading comprehension)
    - Progress monitoring every two weeks.
- Tier 3 Intensive
    - Small groups
    - Progress monitoring weekly

Chronic Attendance: Decrease Chronic Attendance Site Wide and for Significant Subgroups (Currently 22.1% Drop by 5%)

- Creation of site wide attendance matrix and flowchart.
- Roles and responsibilities clearly defined.
- Effective use of fiscal resources to address attendance issues.
- Early identification and proactive supportive communication to students and parents by email, phone calls, parent square, and home visits.
- Weekly progress monitoring and meetings to address concerns.
- Nudge letters and meetings with students and parents to promote positive attendance.

Student-Centered Real-World Experiences: Use of site and Prop 28 funds to increase real world learning opportunities for students.

- Implementation of UDL across all classrooms.
- Increase of Agricultural Elective to include a Floral Component
- Increased Real World engagement Field Trips based on Curriculum Connections

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.

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.

Staff:

Staff requests continued Professional learning for ELA/Math.

Staff requests additional planning days. Staff requests increased PL/PD opportunities.

SSC requests increased tutorial opportunities for students.

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.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Literacy

Action Details

Literacy Intervention

Kings Canyon is committed to ensuring each student makes attains proficiency of the state common core English Language Arts skills and standards. Furthermore, KCMS is committed that all of our students achieve our district goal of all 3rd-8th grade students who are more than one year as measured by the SBAC will make more than one year's growth increase. Our site goal is for all literacy intervention students to make a gain of 45 points on this year's 2025-26 SBAC. Kings Canyon has been identified as an ATSI school due to the academic proficiency of English Language Learners in both ELA and Math. ELD standards and the ELD framework will continue to be integrated into daily ELA instruction and part of the focus of the CCI review of student achievement in all ELA PLT meetings. It is our belief that to do this we need to invest in our teachers with the focus of making sure we have strong first instruction. ELA instruction will also support all learners by focusing on good first instruction strategies that are grounded in teacher clarity that sets foundational learning objective, student success criteria, and relevancy of learning for all learners. Instruction will also support English Learners/all learners by focusing on academic vocabulary development, critical writing skills, listening skills and student discourse being embedded in every lesson that also support those skills needed for English learners to do well on the ELPAC. English PLT's will have 1 release day a quarter to plan as a team in addition to regularly scheduled PLT meetings each month. Tutors and bilingual Peer Mentors will be utilized in our Before School and After School academic support programs. This begins by all ELA teachers creating a balance system of assessment that incorporates FIAB's, IAB's, CAASSP SBAC released questions, and teacher created assessment to create an instructional plan that prepares students with the skills to show proficiency on District benchmarks, CFA's, and the end of year summative SBAC. A key part of the process is the early identifications of students struggling in English utilizing 2025-26 SBAC, 2025-26 D3 iReady, and 2026-27 iReady D1 diagnostic to proper placement of students in their English class as well identify them for early literacy intervention. Teachers will closely monitor student progress to provide reteaching, and RTI within our Multi-Tiered System of Support. Teachers will be provided support by administration, district ELA coaches, and professional development through CIPL.

Direct Instructional Services

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 CFA's, District Benchmarks, IAB's, FIAB's, ELPAC FIAB's, EDCITE, and CAASSP teacher tools as well as iReady D1, D2, D3 to support or English Learners and Literacy intervention students.
- 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 Long Term English Learners, 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.
- AM/PM tutoring.
- RTI Hour of Genius built into instructional week to answer question 3 and 4 Foundational questions of, "How will we respond when some students don't learn?" and "How will we respond when some kids are already proficent".
- Supplemental contracts for AM-PM student tutoring in ELA.
- Software/Site licenses to support student literacy and assessment (Next Gen Math)
- Materials/Supplies for students and teachers for classroom use and learning needs in support of literacy growth.
- Technology for students and staff
- Furniture and non-capitalized items for students and staff to support conducive learning, professional learning, engaging, and safe environment
- 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.

English Learners-Academic scores of English Learners are declining in both Math and ELA as the gap to proficiency is widening.

- Though KCMS had the highest redesignation rate for EL Learners in 24-25 school year, There has been a consistent drop in EL ELPI score percentages over the last 3year with only 31.8% of our current EL's making progress (a decrease of 2.5%)
- English Learners are 139.8 DFS on the 25/26 ELA SBAC (11.2 point drop), and 173.9 points away from DFS in Math (3.7 point drop).
- 31.8 % increased one ELP level (drop of 3.2%)
- Currently 78 EL students have been identified as being 3+ years behind on the iReady ready diagnostic and scoring not meeting standards on the SBAC.
- There will be a designated administrator and counselor assigned to monitor the progress of English Learners.
    - Due to significant gaps in core foundational literacy skills, there will be early identification of the various levels of EL Learners in order for each student to be properly placed in the correct level of ELA/ELD class.
        - EL's scoring at a 2 or 3 on the ELPAC will be grouped in LIF classes for targeted instruction in the core literacy skills they are lacking. 78 EL students are currently identified at Literacy Intervention students who are more than 3 years behind on the iReady diagnostic and scoring a not meeting standards on the SBAC.
        - Newcomers and those Long-Term English Learners (LTEL'S) scoring at a level one for two consistent years on the ELPAC will have an ELD support class as their elective.
    - Teacher PL/PD will focus on Teacher Clarity to insure alignment between ELA/ELD instruction, strategies, and continual assessment of student learning.
        - Structured daily designated ELD instruction with clear language objectives strongly aligned to ELD instruction and ELA/Literacy core instruction
        - Continual assess to proper grade level text with scaffolding and differentiation to meet the needs of all students.
        - Use of ELPAC data by domain (Listening, Speaking, Reading, Writing) to tailor support to all students.
            - Structured conversations/partner talk, modeled language, vocabulary preview, language analysis, sentence frames, sentence starters, mentor texts, think-alouds

        - Daily practices such as Language "Warm Ups", annotating text with content and language scaffolds, reciprocal teaching focusing on summarizing, questioning, clarifying, and predicting.
    - Use of Universal Design Lesson with small group instruction corrected matched to ELPAC/ELD instructional strategies.
    - Use of evidenced based programs: Summit, Writing Revolution, Orton-Gillingham
    - Continued teacher professional development and training to effectively use best practice teaching strategies shown to support increased student academic success on the ELPAC.
    - Embedded use of ELPAC FIAB's & IAB's
    - Continual Progress Monitoring every 4-6 weeks focused of student academic strengths and weaknesses to determine next steps and possible RTI
- Support Structures
    - Site ELPAC Teacher training to administer the ELPAC to their students
    - One-On-One Chats with students and families with goal setting
    - Parent ELPAC support training meetings with Site administrator and Counselor
    - Utilize .2 ELD Support Specialist from the district
    - Work with ELD department.
    - AM/PM English Learner Tutorial Services

Student Groups

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

Students with Disabilities (SWD):

English Learners

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):

English Learners

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 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?

Students with Disabilities (SWD):

English Learners (EL's)

Long Term English Learners (LTEL's)

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.
- Effective RTI/MTSS that integrates language and literacy
    - Tier 1: Daily Clear learning and language objectives, Scaffolds built into first instruction, Access to grade-level text with supports, oral language practice in every lesson with vocabulary focus and teacher modeling of reading strategies and think alouds, consistent progress monitoring
    - Tier 2: Am-pm designated ELD support with explicit instruction/strategies shown to be effective closing literacy gaps utilizing small group instruction.
        - Based on diagnostic and interim data (iReady subdomain weakness identification)
        - Skills based (decoding, vocabulary, fluency)
        - Use of Summit K-12 for ELD core curriculum
        - ELPAC domain focus (Listening, Speaking, Reading, Writing)
        - Writing samples
        - fluency checks
        - visual supports: Anchor charts, graphic organizers
        - Progress monitoring every two weeks
        - Small group targeted language instruction
    - Tier 3
        - Highly targeted
        - Delivered by EL Specialist/ EL Instructional Coach

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Please see Operational Excellence Action 2.

Professional Learning

Describe Professional Learning related to this action.

Please see Operational Excellence Action 1.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence ☑ Moderate 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.

- What to look for: Increase in student grades in ELA and skills-based assessments (iReady D1, D2, D3, District ELA Benchmarks, and use of ELA and ELPAC IAB's, FIAB's to progress monitor student learning.
- How: Progress monitoring of student academic achievement through Quarter 1 looking at iReady MyPath, iReady teacher assigned assignment, iReady Diagnostics, iReady student goal setting for targeted and stretch goals, use of FIAB, IAB in ELA classrooms, Use of ELPAC practice tests, PLT common created assessments, as well as district created benchmarks to guide PLT cycle of continuous improvement.
- Attendance rates/Behavior Matrix
- Admin Team, Counselors, ELD English teachers, 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).

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.

- What to look for: Increase in student grades in ELA and skills-based assessments of student learning. Growth shown on iReady Diagnostic, ELA/ELPAC IAB's/FIAB's, 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.
- Attendance rates/Behavior Matrix
- Admin Team, ELD English teachers, TSA, English Teachers.
- Admin data collected from class walks utilizing our KCMS IPG for learning.

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.

Student academic improvement the following areas:

- Grades
- attendance/behavior matrix
- State/School/district assessments of learning.
- Increased Redesignation Rates
- Closing the DFS gaps for Students with Disabilties, English Learners, LTEL's, and Fully Redesignated learners on the SBAC.
- See increased rates of Students with Disabilities, English Learners, LTEL's, and Redesignated students represented in our GATE ELA classes and Math Accelerated, and Algebra classes.

- 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.

- How: Progress monitoring of student academic achievement through the use of iReady D1, D2, D3, 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, Counselors, ELD English teachers, 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

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math

Action Details

Life Skills

Kings Canyon is committed to ensuring each student makes academic growth in Math. Our site and district goal is a double-digit gain on this year's Math SBAC of at least 15 points improvement DFS. 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 the dsitrict Literacy Intervention goal by focusing on 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 in addition to the 3 regularly scheduled PLT meetings each month. Tutors and bilingual Peer Mentors will be utilized in both the classroom as well as in our Before School and After School academic support programs. It is our belief that to do this we need to invest in our teachers with the focus of making sure we have strong first instruction. This begins by all Math teachers taking part in Building Thinking Classrooms training that focuses on collaborative, structured learning in math classrooms. 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 assigned math class as well as early intervention. Teachers will closely monitor student progress to provide reteaching, and RTI within our Multi-Tiered System of Support. Teachers will be provided support by administration, district math coaches, and professional development through CIPL.

Direct Instructional Services

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 with Tier 2 scaffolds/reteaching they are provided intensive intervention in Tier 3 instruction that is designed to fill foundational skills gaps students may have mastered in previous years.

Evidence based strategies to be utilized:

- Strong first instruction
- iReady Math Diagnostic and curated My Path lessons for students
- Next Gen Math for standards-based assignments and assessments
- EdCite testing bank for standards-aligned assessments
- Use of (F)IABs through CAASPP to prepare students for SBAC testing
- In class targeted scaffolds to ensure equitable access points for each student
- AM-PM tutorial programs through Before School and After School Program
- Peer coaching for teachers from site Math Coach
- Technology for students and staff
- Furniture and non-capitalized items for students and staff to support conducive learning, professional learning, engaging, and safe environment

- Common Prep period for All contents. SPED Co-Teachers common prep with their academic core teams.

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 instruction to meet the needs of English Learners focusing on opportunities to engage in academic discussions 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.
- 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), Socio-economically Disadvantaged (SED), English Learner (EL), African American (AA):

- Create supplemental contracts that allow teachers to offer before school and after 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 rigorous, standards-based, SBAC aligned assessments.
- Purchase of Net Gen Math to create rigorous, standards-based, SBAC aligned assessments.
- Specialized training in Culturally Proficient Teaching and Trauma-Informed Teaching for teachers

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), English Learner (EL), 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
- Purchase of classroom supplies such as moveable whiteboards for small groups to utilize for implementation of Building Thinking Classrooms

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
- PLC conversations that specifically discuss target groups in data analysis
- Sitewide professional learning around targeted instructional strategies in the classroom

- Academic Counselor led study skills trainings, progress report reviews, and targeted SST support

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Please see Operational Excellence Action 2.

Professional Learning

Describe Professional Learning related to this action.

Please see Operational Excellence Action 1.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 reteaching and 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, and 2 in December), 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. 70% of students will show improvement from previous year on SBAC.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

EL Re-Classification

Action Details

Literacy Intervention

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.

Direct Instructional Services

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.
- Technology for students and staff

- Furniture and non-cap items

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 teachers 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 teachers to provide targeted support before and after school and to proctor the ELPAC assessment.
- 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 (LTEL):

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 (LTEL):

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Please see Operational Excellence Action 2.

Professional Learning

Describe Professional Learning related to this action.

- **Professional Learning Focus**
  - Integrating language objectives with content standards
  - Scaffolding academic language without lowering rigor
  - Structured academic talk and writing across disciplines

Aligned EL Standards

  - ELD Part I: Interpretive & Productive
  - ELD Part II: Expanding and Enriching Ideas
  - EL Roadmap: Integrated ELD

Key Practices

  - Daily language objectives tied to content
  - Sentence frames and academic discourse protocols
  - Explicit instruction
  - Multiple ways for ELs to demonstrate understanding

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence ☑ Moderate 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.

- 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 growth 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.

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 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.

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.

- 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.

2026-2027 SPSA Budget Goal Subtotal

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

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Certificated Substitutes - Teacher Release and Planning Days *NO IEP's or 504's* **Budget lines for personnel include salaries and related benefits	19,099.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Program Subscriptions (Plan Book and Nearpod)	1,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology to enhance student learning *ALL Goals	4,969.00
G1A1	Title 1 Basic	Instruction	Travel			Travel PL Opportunities (Safe and Civil, Solution Tree etc.)	15,567.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Materials/Supplies and Student Incentives to Promote Positive Engagement, Academics and Attendance.	73,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology for Student Learning/Staff Technology *ALL Goals Furniture and other non-cap items for students/staff	31,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh Copy Machine Lease and Maintenance	13,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Tutoring and Additional Support at Lunchtime and After School. *NO IEPS' or 504's* **Budget lines for personnel include salaries and related benefits	36,197.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Program Subscriptions and Curriculum: Next Generation Math	17,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	14,724.00

$225,556.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Centered Real World Experiences

Action Details

Life Skills

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 where 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.

Direct Instructional Services

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
- AVID, JDA and CTE (Ag program and other tech) 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.
- Technology for students and staff
- Furniture and non-capitalized items for students and staff to support conducive learning, professional learning, engaging, and safe environment
- 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/Afterschool Programs
- ELPAC Administration substitutes
- Meet with ELA PLT weekly to discuss student academic progress based on common formative assessments, iReady diagnostics and standard specific teacher created lesson, and CAASPP FIAB/IAB assessments/interims as well as current student academic progress (D/F Reports).
- Purchase of 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 an 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Please Operational Excellence Action 2.

Professional Learning

Describe Professional Learning related to this action.

Please see Operations Excellence Action 1.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)		Long-Term (Change in Condition)
Expect to see		Hope 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.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Improving Student Attendance

Action Details

Health & Wellness

Rationale: Find Every Kid

Regular attendance in school is critical to student academic and social emotional success. Student engagement and a sense of connection to school is key to building motivation and helping students to take ownership for their academic success. Kings Canyon's current attendance rate of 91.42%, ranking us 5th out of 14 middle schools in daily average attendance rate. Our site goal is 95%. We are currently in ATSI status for chronic attendance for English Learners.

- 27.5% of all students are Chronically Absent to this point in the year.
- Chronic absenteeism was 34.1% last year
- California Data Dashboard previous year shows: African American 51% (increase of 10.2%, English Learners 29.7% (increase .8%), Students with disabilities 42.2% (increase 6.5%).
- Root Causes;
    - Health issues
    - Parental concerns over negative school experiences
    - Student frustration over academic success at school. Learning gaps leading to academic disengagement
        - Limited Tier 2/Tier 3 intervention supports
        - English Learners needing more adequate language supports
    - Student feelings over lack of connectivity, sense of belonging, and lacking trusting relationships
    - Failure of site to implement a site-wide Attendance policy to detail roles, responsibilities, can a flow chart outlining system of steps to combat chronic absenteeism and chronic attendance.
    - Inadequate use of fiscal resources to combat absenteeism and chronic attendance issues.
    - Ineffective communication to parents as to chronic absenteeism thresholds.

Reality: KCMS did not effectively implement our Attendance Matters campaign for the 25-26 school year.

- Step 1
    - Creation and implementation of a site-wide Attendance Plan/Flowchart
        - Clearly defined roles and responsibilities for office staff and attendance support staff.
        - Weekly attendance meetings facilitated by Administrator over attendance.
        - Early identification of at-risk students and attendance chats with students and families
        - Early identification of students before they reach chronic absentee status (2-3 days)
- Step 2
    - Strengthen Family Engagement
        - Early outreach to at-risk students and families
        - Early outreach at first few absences (2-3 days)
        - Early communication using parent square to all families detailing clear behavioral/attendance messaging in a culturally responsive and supporting manner.

        - Positive teacher outreach to students and families by phone or email
        - Celebration of improving attendance on a monthly basis
- Step 3
    - Early Warning Systems
        - Weekly attendance reports to staff
        - Flag students at 5%, 10%, and 15% thresholds
        - Conduct attendance check-ins each week with at-risk students
        - Early meeting with Transfer students and families (High level of chronic attendance is found in our transfer students)
        - 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.
- Step 4
    - Intervention Support Plan
        - Tier 1
            - Early detection of at-risk students; early identification of new at-risk students (5% Level)
            - Proactive absence calling to notify parents of student absences
            - 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.
            - 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.
            - 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.
            - Support non-punitive Nudge letters
        - Tier 2
            - Identified T2 students (10%)
            - 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 work closely with our partners at Project Access to monitor student absenteeism with our PA students to provide prompt support before absenteeism become chronic.
            - Students referred to SST team.
            - Notify CWA
        - Tier 3
            - Identified T3 Students (15%)
            - Parent meetings with 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
            - Notify CWA begin SARB process

Direct Instructional Services

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:

- Early identification of students with a history of chronic attendance or who are on the verge of being reclassified as chronically absent.
- Early communication to students and families as to expectations for attendance in a positive, supporting manner.
- Early reach out to families providing information and offers of support in a non-punitive and accepting manner.
- Technology for students and staff
- Furniture and non-capitalized items for students and staff to support conducive learning, professional learning, engaging, and safe environment
- Focus on creating and maintaining positive relationships with students
    - Train staff in relationship-centered practices. Adult-peer mentor relationships
    - Leverage WEB leaders to build sense of belonging and relationships.
- Aligning school climate, academic engagement, and relationship building to make school a positive experience where students what to be.
- 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.
    - Creating advisory period lessons and interest-based clubs, sports, and leadership opportunities for all students to get connected to their school.
- Continued development and work on "Teacher Clarity" to create culturally responsive classrooms and instruction that are motivating and engage students in their academic learning by making learning culturally relevant and important to all students.
- Supplemental contracts for AM-PM tutorial contracts, Peer mentors.
- 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 Tier II Support Specialist and CWA for individual counseling.
- Monitoring and celebration of monthly perfect attendance and improvement in attendance data.
- Parent Check-ins via phone/text/email supporting parents as our parents in their child's education.
- Supporting parents to address any attendance barriers such as health care, transportation, our housing issues. Leverage our community schools funds to help address any barrier to student attendance.

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:

- Make sure students are properly placed in appropriate ELA, ELD, and LIF classes
- Early identification of skills and achievement gaps in students' core foundational literacy skills and math skills
- Strong alignment between ELD instruction and ELA/core literacy instruction
- Ensure access to grade level text with appropriate scaffolding
- Provide small group instruction matched to ELPAC/ELD levels
- Make sure ongoing and consistent progress monitoring of literacy, language and math skills are occurring.
- AM/PM tutorials to support academic learning

- PM ELPAC tutorial support classes
- Staff trained on the structure of the ELPAC exam. Ensure that all components tested on the exam are embedded in daily instruction to build student skill levels needed to successfully pass the ELPAC test.
- Explicit Instruction of teacher clarity of learning intentions, student success criteria, and relevancy is provided to all students in every classroom.
- Continued funding for KCMS teacher ELPAC test givers.
- Weekly PLC/PLT meetings focused on culturally responsive teaching practices grounded in the ELD standards to support all English Learners.
- ELAC/Parent meetings focused on creating parent and community input and voice in support of our English Learners.
- Parent classes to support English Learner students and families in ELA and Math.
- 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.
- 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.

Use of Community Schools Funds to support families in need to provide assistance in building positive relationships and getting student and families connected to their school.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learners:

African American (AA):

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):

English Learners:

African American (AA):

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.
- Celebration of perfect and improved student attendance.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Create partnerships with parents in the area of student engagement, belonging, and feeling a part of their school.
    - Create consistent, culturally responsive communication through clear, behavioral, informed messaging that is non-punitive and supportive of students and their families.
    - Leverage our community school resources to address any issues or needs that are barriers to students coming to school.
    - Focus communication on positive touchpoints that are supportive in nature and build positive relations with students and their families.
    - Celebrate improved attendance that recognizes student and family efforts to improve attendance.

Professional Learning

Describe Professional Learning related to this action.

1. Using attendance to drive early intervention. How to interpret attendance data early to spot trends and intervene before student reaches chronic level.

2. Effective Family Communication. Train staff on the importance of how to have behaviorally informed messaging and support communication with families to build trust and partnerships in support of building positive student attendance.

3. Creating Positive School Experiences. Equipping staff to build strong campus and classroom climates.

- Using advisory to build strong teacher-student relations
- Classroom strategies for connection

4. Trauma informed Student Support. How to identify root causes and barriers to student disconnection at school and how to provide support to students.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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.

- 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.
- Teachers will identify early warning signs of student attendance issues and reach out to families and notify Administration
- TST team will do weekly checks to monitor attendance
- Firm protocols set for attendance verification and attendance plan of action (Flow Chart).

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.

- 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.

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.

- ARA/VP/TST will monitor
- Daily attendance rates will be monitored and reported 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 2026-27 school year, our ADA at Kings Canyon Middle School will at or be above 95%.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

College & Career Readiness

Kings Canyon Middle School will continue to augment its VAPA program to provide students the greater array of opportunities to develop and expand their life skills and gifts in the area of music, art, and real-world experiences to equip students to be college and career ready.

Focus: Expand out our VAPA offerings and program.

2025-26 Actions:

- In 2025-26 Choir was added to our elective offerings enhancing our music program offerings.
- Prop 28 funds used to update sound systems, choir stage, Choir/Music Shell, equipment to enhance musical performances
- Zero period Physical Education was offered to provide students more opportunities to enroll in a VAPA course.
- Dance and Folklorico were classes were supported by Prop 28 funds for costume and performance needs
- Prop 28 funds were used to provide field trips and student access to VAPA related performances to broaden their world-view of the performing arts.
- Prop 28 funds were used for tutorial for band/choir students

2026-27 Actions:

- Expansion of Arts program by including Ceramics in our Arts program
- Expansion of our Exploratory Agriculture class by adding additional classes and a new Floral Class.
- Continued funding of Zero Period PE to support greater student access to VAPA related classes.
- Continued funding of tutorial services for band/choir students

Direct Instructional Services

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

- Classroom materials and supplies will be purchased to support music and dance including dance floors, mirrors, improved sound systems and performance uniforms.
- Materials and classroom supplies need for production including music sheets, choir stands performance furniture etc.
- Basic props for creativity
- Curriculum materials that align with standards.

- Costumes, shoes and accessories that can be repeatedly used.
- Guest Presenters and professional learning for teachers to improve instruction.
- Walk on coaches to expand music/choir offerings.
- 0 Period PE (Teacher Prep Buyout) to expand VAPA elective offerings available to students.

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.

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement including the following:

- Back to School Night

- Quarterly Showcase events
- Winter Concert
- Spring Concert
- Open House
- District Showcases

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Increased Student Enrollment and Interest in the Arts:

Student enrollment and participation in Visual and Performing Arts (VAPA) courses increased as more students elected to take advantage of expanded Arts offerings. This increase was made possible by students enrolling in 0-period Physical Education, allowing greater flexibility in their academic schedules to include Arts courses.

Measured by:

- Course enrollment data

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.

Improved Student Achievement and Focus

Students demonstrate increased concentration, sustained engagement, creativity, and higher-level problem-solving skills as a direct result of participation in Visual and Performing Arts (VAPA) instruction. These skills support improved academic achievement across core subject areas by strengthening students' ability to remain focused, apply creative and critical thinking strategies, and persist through complex and challenging tasks.

Indicators of Success

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.

Stronger School Culture Centered on the Arts

The school cultivates a strong, positive culture that values creativity, artistic expression, and innovation. A visible commitment to the arts fosters an inclusive, engaging, and vibrant learning environment where students feel connected, supported, and encouraged to express themselves. This arts-centered culture strengthens school identity, promotes student pride, and increases overall engagement among students, families, and the broader community.

Indicators of Success

- Student interest surveys

Monitored by:

- School counselors
- VAPA teachers
- Site administration

- Increased classroom engagement and on-task behavior across academic and VAPA settings
- Demonstrated growth in creativity, critical thinking, and problem-solving skills
- Positive trends in grades and academic performance in core subject areas
- Student ability to reflect on learning experiences and articulate connections between VAPA participation and academic coursework

Methods of Measurement

- Teacher observations and qualitative feedback
- Analysis of grade trends and academic progress data
- Student reflections, self-assessments, and portfolio reviews

Responsible Parties

- VAPA Teachers
- Site Administration

- Increased student engagement and participation in school activities and events
- Positive student perceptions of belonging, inclusivity, and school climate
- Increased family and community awareness of, and participation in, arts-related events
- Consistent integration and celebration of the arts across the school community

Methods of Measurement

- School climate and culture survey results
- Parent, family, and community feedback
- Student engagement metrics (attendance, participation, extracurricular involvement)

Responsible Parties

- Site Administration

2026-2027 SPSA Budget Goal Subtotal

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

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Grizzly Bear Bash Celebrations: Quarterly Student Recognition to Promote Positive Engagement, Academics and Attendance.	20,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Career Day Supplies and Materials.	4,100.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Student Study Trips to Various Locations (College Campuses, Museum of Tolerance, Tech Museum etc.).	30,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			The Island Water Park : The Island Water Park: 8th Grade End of Year Promotion trip. Celebrate High School readiness.	10,000.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3808	Re-Engagement Center (SEL) **Budget lines for personnel include salaries and related benefits	29,940.00
G2A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6192	Re-Engagement Center (SEL) **Budget lines for personnel include salaries and related benefits	48,687.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Attendance Campaigns, Celebrations, and Incentives.	10,000.00
G2A2	LCFF: EL	Attendance & Social Work Servic	Local Mileag			HSL Mileage	900.00

$153,627.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Recruitment and Retention

Action Details

Effective Staff

Kings Canyon Middle School is committed to the recruitment and retention of staff members that reflect and hold the shared vision of education excellence through inequitable culturally proficient environment that supports and reflects the diversity of our community. To achieve this, we will continue to prioritize the following:

Focus: Hiring, promotion or lateral movement of staff to also promote their professional and personal growth as part of our district's guardrail of ensuring the health and wellness of staff and students.

- We retained 96.7% of our teacher this year (One teacher moved up to HS level and we actively helped the teacher to obtain the job at the level he desired to move too after being at our site for many years).
- We added a bi-lingual ELA teacher to our staff that will positively impact our EL leaners.

Current Reality: Staff Survey Fall 2025 results-Cultural Domain 88%; Health and Wellness Guard Rail 89%

- Staff Response Areas of concern: Feeling valued 87%, Welcoming Environment 84%, Environment of Collaborative Cooperation 89%, Staff Trust 86%, Supervisor support of one's personal wellbeing 85%
- Actions
    - Creation of a School Site Building Committee
    - 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 celebration and recognitions 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.

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

Our mission is the creation of an engaging learning environment that is accepting, affirming, and supports the positive development of the diverse cultural identities of every Grizzly student.

Direct Instructional Services

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 PLT planning days focused on a balanced system of assessment focused on the evaluating student data to drive instruction.
- **Student Centered and Real-World Learning:**
- Peer observation opportunities
- Allocation of funds for PL/PD conferences and regional collaboration opportunities
- **Student Engagement:**
- Climate and Culture Team Support
- PL designed around Safe and Civil School practices
- Safe and Civil Schools/CADA/Solution Tree 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 tutorial support. 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 will translation and parent communication as needed. Parent engagement meetings to support English Learners and their families with targeted academic success strategies to build parents capacity to support their students.

- Reclassify students as soon as they meet all four criteria for reclassification.
- Use research-based methods and materials that focus on language development in reading, writing, speaking, and listening.
- Use formative assessments to identify areas where students may need additional support within the 4 domains of language development
- Analyze ELPAC results to identify areas where EL students may need additional support.
- Provide training to teachers and administrators on ELPAC components and administration
- Ensure teachers, parents, and students are aware of each student's targeted growth areas as they pertain to reclassification
- Provide regular opportunities to discuss the progress of ELL students and provide guidance on how parents can assist their child's language development.
- Increase ELPAC test awareness and test-taking strategies in students and parents
- Provide students with practice tests and training materials to simulate the testing experience
- Tailor instruction to meet the specific needs of each EL student. Identify areas where they may need additional support and provide targeted interventions.

- Ensure differentiated language instruction in Designated ELD
- Promote integrated language and content instruction by embedding language development into academic subjects
- Partner with community organizations to provide additional language development opportunities for ELs, such as after-school programs and summer camps.

Student Groups

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

Students With Disabilities (SWD)

- 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.
- Partner with community organizations to provide additional language development opportunities for ELs, such as after-school programs and summer camps.

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.
- Partner with community organizations to provide additional language development opportunities for ELs, such as after-school programs and summer camps.

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.
- Partner with community organizations to provide additional language development opportunities for ELs, such as after-school programs and summer camps.

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

Students With Disabilities (SWD)

- 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.
- Partner with community organizations to provide additional language development opportunities for ELs, such as after-school programs and summer camps.

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.
- Partner with community organizations to provide additional language development opportunities for ELs, such as after-school programs and summer camps.

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.
- Partner with community organizations to provide additional language development opportunities for ELs, such as after-school programs and summer camps.

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, LTEL's, and SWD's.
- Ensure teachers are engaging in Professional Learning Communities with fidelity
- PLT's will continue to meet on a weekly basis to analyze student data and utilize it to collaboratively plan instructional moves, interventions and ELD/ELPAC 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide parents/guardians of all ELs with the reclassification criteria, and what their student needs in order to meet each of the four criteria
- Review the reclassification criteria and process with the District English Learner Advisory Committee (DELAC)
- Review the reclassification criteria at site English Learner Advisory Committee (ELAC) meetings

- Offer workshops or webinars for parents to help them understand the ELPAC and how they can support their child's language learning journey.
- Explore offering Parent University opportunities regionally
- Host Parent University classes focused on English Learner needs
- Hold parent conferences for those students who are long-term English learners (LTELs), or who are at risk of becoming L-TELs, to explain the reclassification criteria and what the student needs to meet
- Early identification and communication to EL students and parent through One-On-One chats with students and families with administration, academic counselors, and ELA/ELD teachers.
- Ensure teachers, parents, and students are aware of each student's targeted growth areas as they pertain to reclassification
- Provide regular opportunities to discuss the progress of ELL students and provide guidance on how parents can assist their child's language development.
- Increase ELPAC test awareness and test-taking strategies in students and parents
- Leverage PL/PD opportunities with EL Services
- ELAC/DELAC/SSC-increased opportunities to serve and have a voice
- Increased tutorial and academic support for EL students
- Frequent celebrations for English Learner student success
- Partner with community organizations to provide additional language development opportunities for ELs, such as after-school programs and summer camps.

Professional Learning

Describe Professional Learning related to this action.

- Provide training to teachers and administrators on ELPAC components and administration
    - Leverage EL Services for professional development
    - Solution Tree: Engaging EL Learners
    - Offer professional development in UDL Principles
    - Offer professional development on signature practices with an emphasis on purposeful lessons
    - Ensure teachers are engaging in Professional Learning Teams with a focus on ELA/ELD best practices embedded in all classroom instruction with fidelity

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.		*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.

Start of School Quarter 1

- Early identification student/parent/family meetings take place
- Master Scheduling-Proper Placements: LIF, ELD, ELA Intervention classes
- Institute Day Focus-Literacy Intervention work PL/PD
- iReady D1 Diagnostic
- ILT Goals set
- PLT cycles of assessment created
- Bimonthly Progress reports
- 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
- Student work product showing academic progress based on CFA's
- Grades
- MTSS/RTI rotation enacted/Student data results

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

Shape these behaviors...

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

Quarter 2/3

- iReady D1 results; D2 results for Literacy Intervention students
- Benchmark 1 Results
- Students demonstrating academic progress in achieving of Learning intentions with a focus of writing, reading, listening, and speaking skills in ELA, LIF, ELD classes
- MTSS/RTI data of student learning
- CFA results of student academic progress
- Grades
- One-On-One check-ins

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

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.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Parent Engagement

Action Details

Community Engagement

In the Fall 2025–26 School Climate and Culture Survey, our school received a 97% favorable rating in the area of family engagement. This result indicates that families generally feel welcomed, encouraged to participate, and connected to our school community. The survey includes five questions for families specifically related to family engagement. Our school received favorable ratings of 96% or higher on four of these questions. However, the question related to how well our school engages families in their child's education received a 94% favorable rating, which was the lowest rating among the five family engagement questions. While this is still a strong result, it highlights an area where we can continue to strengthen our efforts to more actively involve families in supporting their child's learning. Our goals for the 2026-27 school year in the area of parent engagement are:

- Increase our overall favorable rating in the area of Family Engagement from 97% to 98% on the Spring 2026-27 School Climate and Culture survey; and to
- Increase our favorable rating from 94% to 96% on how well our school engages families in their child's education on the Spring 2026-27 School Climate and Culture survey

We plan to achieve these goals by creating meaningful opportunities for families to connect and collaborate with school staff through school-led events and initiatives. These opportunities will focus on strengthening family engagement in ways that support both students' academic progress and their social-emotional well-being. By building strong partnerships with families, we aim to ensure that parents and guardians feel informed, involved, and empowered to actively support their child's success at school and at home.

Direct Instructional Services

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 "Community Resource 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 Community Resource 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 "Community Resource 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To support our goal of increasing parent and family engagement, we will expand opportunities for engagement through:

- Planning and organizing student and family events such as Goodies with Guardians, Family Game Night, and Movie Night
- Increasing student celebrations on campus
- Facilitating quarterly workshops led by school counselors on college and career readiness
- Publishing and distributing quarterly newsletters from school counselors that highlight the college and career readiness initiatives and opportunities available to students at our school.
- Promoting our Community Resource Center, which allows families to access resources and technology on our site
- Hosting monthly Parent Coffee Hour meetings with community partners sharing local resources

To strengthen our communication with families, we will utilize verbal, written, and digital methods to ensure we are reaching all families. These methods include:

- Personal phone calls to families regarding school events and activities
- Family engagement platforms such as Parent Square and Lets Talk
- Written correspondence, such as fliers, mailers, and electronic correspondence
- Social media postings

This year, our school also received a Community Engagement Initiative grant, allowing us to hire a full-time Community School Coordinator. This role will help increase parent engagement by connecting families to resources such as food, clothing, and community support services, while bringing community partners onto campus to provide needed services. Planned supports include:

- Mobile health clinics offering basic dental and medical care
- Food drives in partnership with Sunnyside Regional Community Schools
- Sunnyside Regional family events that provide safe, positive opportunities for students, families, and staff to connect

Our site will also reinstate Parent-Teacher Conferences in the Fall and Spring to strengthen communication about students' academic progress. Additionally, we will increase family participation in the Fall and Spring Culture and Climate Surveys by making personal phone calls, mailing paper copies, and hosting a Parent Night with computers available for survey completion. These efforts will ensure that parent voice is captured and reflected in the decisions we make as a site to support our students, families, and community.

Professional Learning

Describe Professional Learning related to this action.

Professional learning opportunities will be offered to families during our Coffee Hour meetings and through our Community Resource Center. We will collaborate with community agencies and invite their staff to present on topics that families want to learn more about. In the past, sessions have covered English Learner services, academic support, immigration, and health and wellness. This year, our school counselors also hosted two workshops for 8th grade families to support students transitioning to high school. Family feedback was positive, and parents shared additional topics they would like addressed in future sessions. Next year, we plan to continue these workshops and add sessions for 7th grade families to support their transition into middle school.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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.

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 the Administrative Team including the Principal, VP's and GLA.

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

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

2026-2027 SPSA Budget Goal Subtotal

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

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Travel			Travel/PL Opportunities (Safe and Civil, Solution Tree etc.)	34,000.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement and Engagement *NO Food or Incentives*	3,830.00
G3A2	LCFF: EL	Parent Participation	Mat & Supp			Parent Communication/Outreach. ELAC Meeting supplies.	1,961.00

$39,791.00

2026-2027 Budget Detail for Schools

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

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0265	1110	1000	1120	Teacher-Subs					G1A1	Certificated Substitutes - Teacher Release and Planning Days *NO IEP's or 504's* **Budget lines for personnel include salaries and related benefits	19,099.00
060	3010	0265	1110	1000	1160	Teacher-Supp					G1A2	Teacher Supplemental Contracts for Tutoring and Additional Support at Lunchtime and After School. *NO IEPS' or 504's* **Budget lines for personnel include salaries and related benefits	36,197.00
060	3010	0265	1110	1000	4200	Bks & Ref					G1A2	Program Subscriptions and Curriculum: Next Generation Math	17,000.00
060	3010	0265	1110	1000	4200	Bks & Ref					G1A1	: Program Subscriptions (Plan Book and Nearpod)	1,000.00
060	3010	0265	1110	1000	4400	Nc-Equipment					G1A1	Technology to enhance student learning *ALL Goals	4,969.00
060	3010	0265	1110	1000	5221	Travel					G1A1	Travel PL Opportunities (Safe and Civil, Solution Tree etc.)	15,567.00
060	3010	0265	1110	2495	4300	Mat & Supp					G3A2	Parent Involvement and Engagement *NO Food or Incentives*	3,830.00
030	7090	0265	1110	1000	4300	Mat & Supp					G2A2	Attendance Campaigns, Celebrations, and Incentives.	10,000.00
030	7090	0265	1110	1000	4300	Mat & Supp					G1A1	Classroom Materials/Supplies and Student Incentives to Promote Positive Engagement, Academics and Attendance.	73,000.00
030	7090	0265	1110	1000	4300	Mat & Supp					G2A1	: Grizzly Bear Bash Celebrations: Quarterly Student Recognition to Promote Positive Engagement, Academics and Attendance.	20,000.00
030	7090	0265	1110	1000	4300	Mat & Supp					G2A1	: Career Day Supplies and Materials.	4,100.00
030	7090	0265	1110	1000	4400	Nc-Equipment					G1A1	Technology for Student Learning/Staff Technology *ALL Goals Furniture and other non-cap items for students/staff	31,000.00
030	7090	0265	1110	1000	5221	Travel					G3A1	Travel/PL Opportunities (Safe and Civil, Solution Tree etc.)	34,000.00
030	7090	0265	1110	1000	5633	Copier Maint					G1A1	Ricoh Copy Machine Lease and Maintenance	13,000.00
030	7090	0265	1110	1000	5899	Cons Svc/Oth					G2A1	TBD : Student Study Trips to Various Locations (College Campuses, Museum of Tolerance, Tech Museum etc.).	30,000.00
030	7090	0265	1110	1000	5899	Cons Svc/Oth					G2A1	The Island Water Park : The Island Water Park: 8th Grade End of Year Promotion trip. Celebrate High School readiness.	10,000.00
030	7090	0265	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Gonzalez, Alejandra	0.3808	G2A1	Re-Engagement Center (SEL) **Budget lines for personnel include salaries and related benefits	29,940.00
030	7091	0265	4760	1000	1160	Teacher-Supp					G1A3	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	14,724.00
030	7091	0265	4760	2495	4300	Mat & Supp					G3A2	Parent Communication/Outreach. ELAC Meeting supplies.	1,961.00
030	7091	0265	4760	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Gonzalez, Alejandra	0.6192	G2A1	Re-Engagement Center (SEL) **Budget lines for personnel include salaries and related benefits	48,687.00
030	7091	0265	4760	3130	5211	Local Mileag					G2A2	HSL Mileage	900.00

$418,974.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$97,662.00
Sup & Conc	7090	$255,040.00
LCFF: EL	7091	$66,272.00
Grand Total		**$418,974.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$225,556.00
G2 - The Whole Child (SEL and Engagement)	$153,627.00
G3 - Operational Excellence	$39,791.00
Grand Total	**$418,974.00**