

Kings Canyon Middle

10621666057327

Principal's Name: Edith Navarro

Principal's Signature:

A handwritten signature in black ink, appearing to read "E Navarro". The signature is written in a cursive style with a large, stylized initial "E".

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

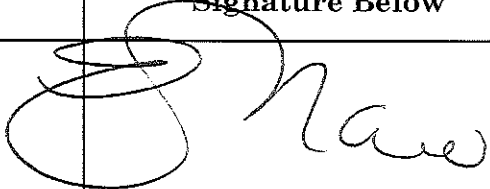

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>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 Involvement Policy and the Parent-School Compact.</p>
<p>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.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Edith Navarro	X				
2. Chairperson - Felix Juarez		X			
3. Rafael Jimenez				X	
4. Connie Mahavong				X	
5. Jessica Juarez			X		
6. Alice Binger		X			
7. Janie Ochoa			X		
8. Christian Lee					X
9. Mariah Patterson					X
10. Julianna Juarez					X
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>11-30-16</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Edith Navarro		4-7-17
SSC Chairperson	Felix Juarez		4-7-17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Kings Canyon - 0265

ON-SITE ALLOCATION

3010	Title I	\$57,699 *
7090	LCFF Supplemental & Concentration	\$189,568
7091	LCFF for English Learners	\$67,437
TOTAL 2017/18 ON-SITE ALLOCATION		\$314,704

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,344
Remaining Title I funds are at the discretion of the School Site Council	\$56,355
Total Title I Allocation	\$57,699

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	9/17	N/A ³	26.55%	25.09%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	8/17	N/A ³	16.56%	13.24%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	5/17	0.00% ⁴	59.93%	54.46%	44.20%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	12/17	N/A ⁷	N/A ⁷	15.51%	30.58%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	14.50%	•LCAP Dashboard - 4PupilAchievement

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English	9/16	7.93%	25.12%	19.05%	14.61%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

								Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
		Learner students redesignated (current progress).						
		Annual Measurable Achievement Objective 2:						
<input type="checkbox"/>	863	Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	1/17*	25.81%	53.33%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	5/16	64.59%	56.52%	52.29%	51.97%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	12/17	94.69%	94.09%	94.37%	94.49%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	9/17	13.59%	15.10%	15.45%	15.32%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	13/17	N/A ¹⁰	N/A ¹⁰	64.55%	24.89%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	4/17	39.93%	14.51%	0.35%	1.79%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	12/17	31.31%	28.66%	30.16%	17.30%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input checked="" type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	14/17	0.97%	0.95%	0.94%	0.45%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	9/17	0.97%	0.48%	1.53%	1.79%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	14/17	88.59%	93.82%	75.00%	83.59%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -

<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	13/17	N/A ¹³	N/A ¹³	54.00%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	9/17	N/A ¹³	N/A ¹³	69.43%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	10/17	N/A ¹³	N/A ¹³	57.07%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: ashlee.chiarito - 03/08/2017

Save

Kings Canyon Middle 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	25.09	35	Fresno County Office of Education
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	45	55	Fresno County Office of Education

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Kings Canyon is committed to assuring ALL students continually make academic growth. We will monitor and support all student with the outcome of increasing growth and reducing the amount of students on the ELA SBAC who are negatively disproportionate while increasing the school wide ELA mastery level to 35% (10% gain). To attain growth, our Accountable Communities will refine the RTI process for struggling and emerging students. This will involve using PLUS teachers who are content experts to support AC and students in re-teaching and assessing. On Flex weeks PLUS teachers will work alongside ELA teachers to identify essential learning targets, teach, assess and plan reteach and enrichment thus assuring all students have multiple stakeholders in the ELA class to address their needs. Plus teachers will also provide opportunities for Peer observations. We will hire tutors (classified and certificated), use incentives, engage students in technology, create Regional Alignment with Interim growth, team teaching and coaching. To ensure teachers and coaches have the required skill set along with refining teacher instruction professional learning will be aligned and provided (at site, regionally, conferences) as needed.

SMART Goals

By June 2018 students will show a growth of no less than 10% toward demonstrating mastery on the ELA SBAC assessment and on both ELA Interim..

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Creation and data analysis of common formative assessments to drive instruction in each content.

illuminate-Summative AC common assignments Common Quarterly Formative and Summative Assessments Identify and monitor Students each grading period using essential learning targets

Regional Collective work around the monitoring of and accountability district benchmark with calculated increase goal of 7.5%

Data collected by PLUS teachers, grades

Levels of Tiered Support: first instruction, re-teach within academic day with content deployment, PLUS pull out, after school tutoring classified and certificate. SST, academic referrals, SESS groups/counseling, SWAG - 1.8 to 2.2 monitoring and support, SAC table and mandatory after school group, Goal 2 identification with reach-out, attendance monitoring and support through SESS/RCA

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be notified through SSC monthly, ELAC, and Coffee Hour (monthly) of site actions and progress along with monthly newsletters, weekly school messenger calls and class to home communication by teachers. Interpreters and Babysitters will be provided at during these meetings to encourage parent involvement.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

RTI offered through PLUS to answer questions 3 and 4 of Foundations. Assignment of PLUS teachers to ELA/math and ELD contents. Contracts for before and after school tutoring for both classified and certificated staff. AMD tutors. Agenda usage and site wide notebook usage to support organization and literacy skills. Texts for reading groups and incentives for students to celebrate growth. Increased technology usage in the classroom and continual refreshing and providing of one to one devices. Field trips and study trips to enhance and broaden student opportunities and understanding. Academic counseling.

Teaching Fellows from FCOE used to provide tutoring and support for at risk students in math and ELA

Owner(s):

- Principal – monitor/PL /SSC
- VP- assessment data
- GLA/ Academic Counselor-monitor grades, tutoring/ELAC
- AC Lead Teachers - data
- Teachers – common assessments/ communication with parents/ tutoring

Timeline:

- quarterly whole site monitoring
- quarterly regional monitoring
- weekly data meetings - admin

Describe Related Professional Learning:

PD will include further developing ACs and utilizing Learning by Doing as a grounding source in all work, strengthen First Teaching through professional development determined by needs analysis and walk-through data, focus on Essential Skills and Learning Targets – Regional/Solution Tree, RTI and use of CFA. Provide opportunity for professional development to include educational conferences and traveling to model school sites to better understand and implement best practices. PL may also include guest speakers or coaches to support Foundations implementation.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Academic Counseling and after school tutoring, educational field trips, increased technology and intervention supports through an identified PLUS teacher.

Kings Canyon Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.2000		Maddie Perez 1 period of AVID 1 period of History for EL Learners	\$ 20,032.00
1	1	Title 1 Basic	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.2000		Maddie Perez 1 period of AVID 1 period of History for EL Learners	\$ 20,032.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for teachers	\$ 7,438.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Video Production Pathway - Teacher Supplementals also supports Action 5	\$ 6,000.00
1	1	Sup & Conc	Instruction	Books & Other Reference				books and references	\$ 8,000.00
1	1	LCFF: EL	Instruction	Books & Other Reference				books and references	\$ 4,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies. Supports all actions	\$ 42,000.00
1	1	Sup & Conc	Instruction	Copier Maintenance				Copy Maintenance	\$ 11,665.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$ 35,000.00
1	1	Sup & Conc	In-House Instructional Staff Development	Travel				Conferences and Expenses. Professional development	\$ 14,000.00
1	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Buses for students. This will also support goals 2-6.	\$ 8,000.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Classroom instruction/student based supplies and materials	\$ 15,000.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				technology	\$ 7,932.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Video Production Pathway - maintenance to set up video room also supports Action 5	\$ 10,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Video Production Pathway materials also supports Action 5	\$ 6,284.00
								Total	\$ 215,383.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	22	32	Other - Please specify within action
2358 - EL's not advancing at least one proficiency level in Re-designation	51	60	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

With a highest percentage of EL learners who have been in our system for five years or longer Kings Canyon has a great need to support students toward re-designation. Students will develop their reading comprehension, writing, listening and speaking skills. Multiple opportunities will be provided to support this work. Starting with, individual small group learning implemented by PLUS teacher. ELD classes will be provided. These classes are designed for EL 1s and 2s. They will be a small class setting with both an ELD teacher and a PLUS teacher provided instruction. Teachers will be utilizing ELD material and Guaranteed Viable Curriculum, Springboard ELD.

SMART Goals

By June of 2018 80% of the EL students taking the CELDT will demonstrate growth in no less than two indicators (speaking, listening, reading or writing). By June of 2018 proficiency levels of the CELDT will increase from 51.97% to 60%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Interim Assessment Monitoring
 Assessment for SBAC
 CELDT/ELPAC results
 Common Formative Assessment Data
 Grades
 SQII indicators that support overall goal. Such as, 6256 (meetings standards on common formative assessments in ELA).
 Classroom observation data/Walk-through
 IPG data
 RFEP monitoring forms
 Data chats with ACs/Teachers regarding direct feedback, reflective conversations, AC meetings, and collected task and assessment data

Owner(s):

- Admin Team-Monitoring
- Plus Teachers/Coaching
- GLA/ Academic Counselor-monitor grades, tutoring/ELAC
- AC Lead Teachers - data
- Teachers –literacy strategies communication with parents/ tutoring, RFEP monitoring
- RCA-attendance/Parent Involvement

Timeline:

- Quarterly monitoring of growth in ELA class determined by grades
- Interim Assessment monitoring

Explain the Targeted Actions for Parent Involvement (required by Title I):

All Parents are invited to ELAC meetings to discuss resignation, A-G requirements, tutoring expectations, Parent University and parent campus tours. Parent news letters. Use of School Messenger and Texting. Interpreters and Babysitters will be provided during parent meetings. Food and beverages will be served to help promote involvement. Incentives will be given to families who participate.

Describe Related Professional Learning:

Tenet 3 Ownership, PL Speaking and Listening Standards, AC lesson planning, planning sentence stems, use of conversation planning within the classroom within all ACs. Conferences and traveling to other school sites for PD. Guest Speakers for PD/Staff development.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

After school tutoring for EL students in ELA and Math, PLUS assignments with targeted EL focus and grouping, and providing supplemental materials and technology. Long-term ELs and EL 3s will be targeted for small group instruction. EL 1s and 2s will be placed in an ELD course.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Continued access to all components of core content areas, extra curricular and field trip, and incentives for meeting attendance and language acquisition goals.

Kings Canyon Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.3750			\$ 20,672.00
2	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.3750			\$ 20,672.00
2	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				teacher contracts	\$ 3,789.00
2	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				translators/babysitters	\$ 1,206.00
2	1	LCFF: EL	Instruction	Materials & Supplies				Supplies	\$ 12,846.00
2	1	LCFF: EL	Parent Participation	Materials & Supplies				Parent meetings, involvement	\$ 3,000.00
Total									\$ 62,185.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	15	10	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

To support students becoming career and college ready we will reduce the amount of chronic absenteeism while increasing overall site ADA

SMART Goals

By June 2018 attendance will show overall rates >/= to 97% for all quarters and chronic absenteeism will be reduced from 15% to 10%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Daily and weekly attendance data collected in ATLAS; attention to students who are flagged as Chronic, Severe, and habitually Tardy

Students who are flagged as Chronic or Severe will given support through individual/group meetings with SESS

Home School Liaison 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 our SESS for severe cases of absenteeism. Students will meet with SESS for individual counseling

Monitoring of monthly perfect attendance and improvement in attendance data.

Parent Check-ins via phone/text/email

Owner(s):

- Admin Team-Monitor
- Social Emotional Support Specialist
- Academic Counselor
- Administration Office Staff
- HSL
- Advisory Teachers
- RCA

Timeline:

- Weekly Admin meetings (data)
- Monthly group meetings for Chronically Absent students
- Bi-weekly individual meetings for students flagged as Sever Absenteeism
- Bi-monthly Advisory lessons
- Daily Monitoring by Office staff and RCA/HSL
- Site wide parent conferences-Twice a year

Explain the Targeted Actions for Parent Involvement (required by Title I):

We will implement a more effective home/school communication plan to educate parents of the requirements of school attendance and provide a structured incentive program for students who maintain satisfactory attendance.

Included in this plan will be an increased focus on school engagement activities that support school

Describe Related Professional Learning:

Describe related professional learning:

Teachers will receive training on advisory protocols for academic goal setting for students

connectedness and belonging.

KCMS will also implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement.

A Home School Liaison for 3.5 hours each day will facilitate along with a 6 hour Resource Counseling Assistant.

Safe & Civil team will determine site processes for habitually truant students.

Collaboration between attendance clerk and admin team on processes for monitoring student attendance and communicating between admin,

Home School Liaison and staff Professional development will be delivered to staff on how to take attendance properly and to calibrate attendance codes, procedures and expectations

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students will receive bi-monthly progress reports

Students who are on the verge of being habitual will be processed through the student support services referral business process

Students will participate in advisory lessons around social emotional learning including Olweus and 2nd Step, following site behavior guidelines E5 and Safe & Civil.

Habitually tardy or chronic absence students will participated in SST

Incentives for students and classes will be offered monthly

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Communication will be given to EI students in their home language. Interpreters will be provided at all parent meetings to assure parents are able to access information.

Kings Canyon Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher contracts	\$	11,842.00
3	1	Sup & Conc	Parent Participation	Materials & Supplies				Parent meetings supplies and materials	\$	1,065.00
3	1	LCFF: EL	Instructional Supervision & Administration	Direct-Maintenance (Dr)					\$	892.00
Total									\$	13,799.00

Action # 4

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	44.3	30	Other - Please specify within action



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

To support students with our site mission of having all students ready for High School, we will reduce the percentage of students with a D or F. Teachers are given multiple opportunities to calibrate lessons, which includes grading, CFAs, and RTI conditions for students. Site wide advisory lessons help students understand the importance of goal setting, study skills, and content level mastery for academic achievement. Academic referrals have been developed to identify struggling students at the Tier 1 level. Other Tier 1 interventions are after school tutoring. For Tier 2 several programs have been designed to promote increase GPA and proficiency; SAC table, SWAG, Men/Women's Alliance and FAMOUS all designed to work with students under a 2.5 GPA. Other Tier 2 interventions include SSTs and Parent meetings. Tier 3 supports continued to be developed and researched including communication skills classes, academic counseling, parental involvement through outreach, and assigned case manager. Students will be actively engaged in their learning process and school wide performance through student made videos, announcements, bulletins, podcasts, and broadcasts.

SMART Goals

By June 2018 the percent of students with a D or F in ELA and Math will be reduced from 44.3 to 30%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Every six weeks have reporting periods for student grades

Parent conferences

After school program tutoring and progress reports weekly

Weekly Advisory meetings

After school D and F grouping by certificated staff as case manager

Quarterly Data checks with whole site

Development of RTI in Math and ELA using PLUS teachers

Owner(s):

- Principal – PD
- VP- grading practices
- GLA/ Academic Counselor-monitor grades, tutoring/ELAC
- AC Lead Teachers - data
- Teachers – common assessments/ communication with parents/ tutoring
- ASP Tutors

Timeline:

- Weekly Admin Data meetings
- Quarterly AC data chats
- Quarterly Progress reports
- Monthly grade checks for tutoring and extracurriculars
- Academic groupings for most at risk students and SSTs as needed
- Site wide Parent Conferences-Twice a year

Explain the Targeted Actions for Parent Involvement (required by Title I):

SSC, Parent Conferences twice a year, Coffee hour every month, Progress Reports every 6 weeks, Edutext daily

Describe Related Professional Learning:

Data PL designed to identify struggling students and provide tiered intervention within and concurrently with the

with Edutext informational meetings quarterly, home school liaison daily, resource counseling assistant. Provide translators and babysitters during parent meetings. Provide classes for parents in core content areas, ELA and Math and classes regarding internet use/social media.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Identify students through academic referrals, participate in goal planning and SSTs, place in RTI model with PLUS teachers, utilize tutoring and After School Program, AVID Tutors, use of advisory supports with organization and agendas, peer mentoring. Incorporate hands on learning through outdoor activities and academic field trips. Incorporate more technology during content classes and extra curricular activities. Academic incentives, awards assembly, and other honors to celebrate academic success. For student led engagements we will need to create a classroom space/studio for video/audio productions and recordings. Technology and materials will need to be provided to enhance engagements produced by students for the entire student body.

instructional day. Site visits to model schools. Subs and materials needed to complete peer observations. Materials for book studies and data groupings amongst ACs and teachers. Possible Guest Speakers and conferences for professional development. Site wide learning on foundations, AVID, and other academic strategies.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

EL students will be put into Focus student groups who meet specific criteria will be assigned a PLUS teacher and participate in one on one chats as it relates, CELDT/ELPAC, Reading levels (DRP) and D & Fs.

Kings Canyon Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Hmong	0.4375		HSL	\$	14,735.00	
4	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				Noon time assistants	\$	602.00	
4	2	LCFF: EL	Attendance & Social Work Services	Local Mileage				Mileage for home visits/HSL. Supports Grades (action 3) and Absenteeism (action 4)	\$	1,000.00	
									Total	\$	16,337.00

Action # 5

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	82	95	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

In aligning with our district and site goals to increase student opportunity and involvement we will offer greater opportunities for students to participate in Goal 2 activities. Students will be introduced to the Clubs that are offered at Kings Canyon through a Fall and Spring Club fair. Clubs will be promoted and encouraged during the club fairs, advisory lessons, Bulletin Boards, morning announcements, lunch time announcements, and teacher support. Students will have a voice in choosing and creating clubs through advisory lessons and the Campus Culture Director. Through our continual efforts to increase student engagement, adults and students will have increased opportunities to develop positive mentoring relationships. Thus helping students have a greater sense of belonging. Students will be brought into the engagement piece, site wide through student made videos, announcements, bulletins, podcasts, and broadcasts.

SMART Goals

By June 2018 the percentage of unduplicated students engaged in a goal 2 activity will increase from 82% to 95%.

Students who report, "There is an adult at my school who really cares about me" will increase 10% from the 2017 rate on the Student Survey.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Data from Student Surveys will be used to gauge student mindset

Data from Safe and Civil staff surveys to support positive relationship building

Site wide Goal and professional learning developed around 3:1 positive interactions. Monitored through Atlas engagement tool

SQI to monitor students engaged in clubs, identify those who need to be recruited

Track teacher sign-in reports for student involvement

Owner(s):

- Administration- monitor and provide opportunities for Goal 2 type activities
- Campus Culture-will create surveys to grade level of student involvement. Provide and update bulletin board for posted student activities
- Teachers – advisory teachers will strive to develop mentor type relationships to support students.

Timeline:

- Weekly Data Admin meeting
- Fall and Spring Club fairs
- Quarterly Data
- Weekly Teacher Club Sign-in reports

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be communicated through weekly updates on school website and newsletters Parents will be invited

Describe Related Professional Learning:

Teachers will offer leadership and mentor ship for clubs and extracurricular activities with the intent of creating the

to school sponsored events to celebrate and join in with their student promoting a school home relationship. Cultural fairs. Provide interpreters for parents.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students will be encouraged to participate through Club Week, spirit events, lunch time activities · Attendance and behavior will improve as a result of student incentives and engagement opportunities. · Grizzly Passes-will be given to all 4.0 student each quarter for front of the line privileges. · All students who improve their attendance will be honored and given opportunities to celebrate their success in the Grizzly Reward Room. · School rallies and dances will be held 6 times a year to promote “Fun Campus” environment. Materials specific to club needs such as technology, plants, shirts, books, robotics, craft materials. Cultural Fairs. For student led engagements we will need to create a classroom space/studio for video/audio productions and recordings. Technology and materials will need to be provided to enhance engagements produced by students for the entire student body. If needed, specific production software or curriculum.

whole child. Teachers will conduct and participate in Safe & Civil/Restorative Practice lessons and PD to promote an inviting campus. Possible Guest Speakers and conferences for professional development.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

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

Kings Canyon Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance to site. Site maintenance and safety	\$	7,000.00
Total									\$	7,000.00

Action # 6

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	30	20	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

We will create structures and interventions to support positive student behavior, reduce distractions for all learners, and enhance campus safety. Structures will be put in place to promote positive interactions in the classroom and promote student growth mindset. E5, the guideline for student success will be a focal point site wide. E5 will be posted in all classrooms taught through Advisory Lessons, Discipline assemblies, morning announcements, and through adult positive interactions with students, counseling. CHAMPS are a site norm and are created for all situations: classroom lessons, assessments, cafeteria, gym, rallies, etc... We will use a tiered system of supports to build student skill set to make positive choices. This will include: counseling, peer mediation, restorative practices, and opportunities for student mentoring and reflection. We plan to create an environment to produce high school ready students, with a mindset to be career and college ready.

SMART Goals

By June 2018 student suspensions will decrease by 10% while students reporting growth mindset on the student surveys will increase by 10%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Suspension data from Atlas
 Advisory lesson surveys
 Healthy Kid Survey
 Tracking of SSTs/Behavioral Plans
 SESS Monitoring/group
 AC data chats/management strategy share-outs
 Walk-through and observation data

Owner(s):

- VP
- Teachers
- SESS
- GLA/Academic Counselor
- Campus Culture Director
- Safe and Civil Team

Timeline:

- Weekly Admin data meetings
- Morning Admin Huddles
- Monthly report from Atlas to identify high risk students
- Monthly Safe and Civil team meetings/agendas

Explain the Targeted Actions for Parent Involvement (required by Title I):

SSC, Parent Conferences twice a year, Coffee hour every month, Progress Reports every 6 weeks, Edutext daily with Edutext informational meetings quarterly, home school liaison daily, resource counseling assistant, SST,

Describe Related Professional Learning:

Safe and Civil training focusing on Engagement, Management, Safety and Relationships – meetings and PL monthly. Advisory Lessons on Mindset and community. Restorative Justice, Social and Emotional PL.

Parent advisory groups. Provide interpreters and babysitters during parent meetings.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Mind-UP program for advisory, Advisory Lessons, Discipline Assemblies, Incentives, Peer Mediation, tutoring, Mentors, YMA and YWA. Motivational Speakers. Possible structural changes for outdoor learning and interaction space to promote positive behavior. Provide students with ID cards, lanyards, agendas, school supplies, and other materials to promote positive mindset and career and college readiness.

Opportunities for teachers to attend conferences or conduct observations at model school sites.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

EL who struggle with behavior will counseled with the academic counselor given goals and incentives.

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	13	23	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	14.55	24.55	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Kings Canyon is committed to assuring all students continually make academic growth. To hold ourselves accountable we will monitor and support all student with the intent of increasing growth and reducing the amount of students on the SBAC who are negatively disproportionate while increasing the school wide mastery level to 23% (10% gain). To attain this we will refine our RTI process for struggling and emerging students. This will involve using PLUS teachers who are content experts to support AC and students in re-teaching and assessing. On Flex weeks PLUS teachers will work alongside Math teachers to identify essential learning targets, teach, assess and plan reteach and enrichment thus assuring all students have multiple stakeholders in the math class to address their needs. Plus teachers will also provide opportunities for Peer observations. We will hire tutors(classified and certificated) , use incentives, engage students in technology, create Regional Alignment with Interim growth, team teaching and coaching.

SMART Goals

By June 2018 students will show a growth of no less than 10% toward demonstrating mastery on the Math SBAC assessment and on MATH Interim..

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Quarterly Formative and Summative Assessments Identify and monitor Students each grading period using essential learning targets

Regional Collective work around the monitoring of and accountability district benchmark with calculated increase goal of 7.5%

Creation and data analysis of common formative assessments to drive instruction in each content.

illuminate-Summative AC common assignments Common Quarterly Formative and Summative Assessments Identify and monitor Students each grading period using essential learning targets

Data collected by PLUS teachers, grades

Levels of Tiered Support: first instruction, re-teach within academic day with content deployment, PLUS pull out, after school tutoring classified and certificate. SST, academic referrals, SESS groups/counseling, SWAG - 1.8 to 2.2 monitoring and support, SAC table and mandatory after school group, Goal 2 identification with reach-out, attendance monitoring and support through SESS/RCA

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be notified through SSC monthly, ELAC, and Coffee Hour (monthly) of site actions and progress along with monthly newsletters, weekly school messenger calls and class to home communication by teachers. Interpreters and Babysitters will be provided at during these meetings to encourage parent involvement.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

RTI offered through PLUS to answer questions 3 and 4 of Foundations. Assignment of PLUS teachers to math and ELD contents. Contracts for before and after school tutoring for both classified and certificated staff. AVID tutors. Agenda usage and site wide notebook usage to support organization and literacy skills. Texts for reading groups and incentives for students to celebrate growth. Increased technology usage in the classroom and continual refreshing and providing of one to one devices. Field trips and study trips to enhance and broaden student opportunities and understanding. Academic counseling.

Summer and Saturday school for math/algebra students

Teaching Fellows from FCOE used to provide tutoring and support for at risk students in math and ELA

Owner(s):

- Principal – monitor/PL /SSC
- VP- assessment data
- GLA/ Academic Counselor-monitor grades, tutoring/ELAC
- AC Lead Teachers - data
- Teachers – common assessments/ communication with parents/ tutoring
- parents
- students

Timeline:

- quarterly whole site monitoring
- quarterly regional monitoring
- weekly admin data meetings

Describe Related Professional Learning:

PD will include further developing ACs and utilizing Learning by Doing as a grounding source in all work, strengthen First Teaching through professional development determined by needs analysis and walk-through data, focus on Essential Skills and Learning Targets – Regional/Solution Tree, RTI and use of CFA. Provide opportunity for professional development to include educational conferences and traveling to model school sites to better understand and implement best practices. PL may also include guest speakers or coaches to support Foundations implementation.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Academic Counseling and after school tutoring, educational field trips, increased technology and intervention supports through an identified PLUS teacher.

2017-2018 Budget for SPSA/School Site Council

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

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.200	Maddie Perez 1 period of AVID 1 period of History for EL Learners	20,032.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Classroom instruction/student based supplies and materials	15,000.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: technology	7,932.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for teachers	7,438.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Video Production Pathway - Teacher Supplementals also supports Action 5	6,000.00
1	1	Sup & Conc	Instruction	Bks & Ref			books and references	8,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies. Supports all actions	42,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Video Production Pathway materials also supports Action 5	6,284.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology	35,000.00
1	1	Sup & Conc	Instruction	Copier Maint			Copy Maintenance	11,665.00
1	1	Sup & Conc	Instruction	Direct Trans			Buses for students. This will also support goals 2-6.	8,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			: Video Production Pathway - maintenance to set up video room also supports Action 5	10,000.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences and Expenses. Professional development	14,000.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.200	Maddie Perez 1 period of AVID 1 period of History for EL Learners	20,032.00
1	1	LCFF: EL	Instruction	Bks & Ref			books and references	4,000.00
2	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.375		20,672.00
2	1	LCFF: EL	Instruction	Teacher-Supp			teacher contracts	3,789.00
2	1	LCFF: EL	Instruction	Mat & Supp			Supplies	12,846.00
2	1	LCFF: EL	Parent Participation	Cls Sup-Sup			translators/babysitters	1,206.00
2	1	LCFF: EL	Parent Participation	Mat & Supp			Parent meetings, involvement	3,000.00
2	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.375		20,672.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Teacher contracts	11,842.00
3	1	Sup & Conc	Parent Participation	Mat & Supp			Parent meetings supplies and materials	1,065.00
3	1	LCFF: EL	Instructional Supervision & Admir	Direct-Maint			:	892.00
4	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.438	HSL	14,735.00
4	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Noon time assistants	602.00
4	2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for home visits/HSL. Supports Grades (action 3) and Absenteeism (action 4)	1,000.00
5	2	Sup & Conc	Instruction	Direct-Maint			Maintenance to site. Site maintenance and safety	7,000.00

\$314,704.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,699.00
Sup & Conc	7090	\$189,568.00
LCFF: EL	7091	\$67,437.00
Grand Total		\$314,704.00

Domain Totals	Budget Totals
Academic	\$250,023.00
SEL / Culture & Climate	\$64,681.00
Grand Total	\$314,704.00