

**Kings Canyon Middle**

106216660573271

Principal's Name: Edith Navarro

Principal's Signature:

A handwritten signature in cursive script, appearing to read 'E Navarro', written in black ink.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>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.</p>	
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**


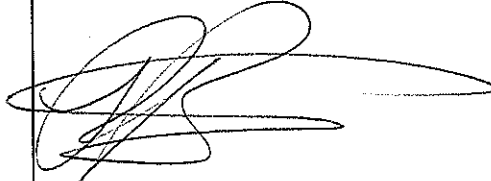
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Edith Navarro</b>	X				
2. <b>Chairperson – Ronica Banuelos</b>		X			
3. <b>Landon Ailanjian</b>			X		
4. <b>Janie Ochoa</b>			X		
5. <b>Connie Mahavong</b>				X	
6. <b>Maddalena Perez</b>		X			
7. <b>Carmen Salazar</b>				X	
8. <b>Jackie Ramos</b>					X
9. <b>Anabel Rodriguez</b>					X
10. <b>Vanessa I Martinez</b>				X	
11. <b>Jessica M Juarez</b>		X			
12. <b>Christian Lee</b>					X
13. <b>Celeste Avedikian</b>		X			
14. <b>Jesse Rojas</b>					X
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Edith Navarro		4-6-18
SSC Chairperson	Ronica Banuelos		4-6-18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Kings Canyon - 0265

**ON-SITE ALLOCATION**

3010	Title I	\$63,687 *
7090	LCFF Supplemental & Concentration	\$244,677
7091	LCFF for English Learners	\$72,009
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$380,373</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,846
Remaining Title I funds are at the discretion of the School Site Council	\$61,841
Total Title I Allocation	\$63,687

## Kings Canyon Middle 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

#### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	19.502	26.502
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.897	33.936
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	18.565	25.565
One D or F on Any Report Card (grades 2-12)	57.557	47.557

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Data from CORE Index demonstrates students are struggling in ELA/Math - key factors needed are:
- Strong Collaborative ACs, common formative assessments, data collection, common planning
- Strong first teach
- Use of adopted curriculum, GVC
- Following standards, creation of essential standards
- Classroom management strategies, Safe and Civil/Restorative practices
- Intentional Professional Development
- Use of RTI strategies
- Use of Student Achievement Center - planned tutoring

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Strong Collaborative ACs, common formative assessments, data collection, common planning
- Strong first teach
- Use of adopted curriculum, GVC
- Following standards
- Following standards, creation of essential standards
- Classroom management strategies, Safe and Civil/Restorative practices
- Intentional Professional Development

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Using the CORE Index, subgroups demonstrating high need are: English Learners, African American and Chronic Absent students.
- The need for more individual student data review in ACs
- Need for scaffolds for specific student needs such as EL strategies
- Need to Continue collaboration between ELA grade levels, elementary and secondary
- Need more Intentional collaboration across content areas to develop language competencies
- Need to Continue work on what the 'Essential Standards' are, include District scope and sequence and test released information
- The need to Insert more common check for understanding and utilizing as common formative assessments to drive instruction, including cultural awareness in teaching strategies
- Need for More intentional planned RTI School Wide and as ACs- knowing each student by need and name
- Engagement strategies
- Mindset - mentoring for our 2021/2020 students and EL learners.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Use of RTI strategies
- Planned tutoring
- Use of Student achievement center

**EL Reclassification Rate (All grade levels)**

- Strong Collaborative ACs, common formative assessments, data collection, common planning
- Strong first teach
- Use of adopted curriculum, GVC
- Following standards
- Classroom management strategies, Safe and Civil/Restorative practices
- Intentional Professional Development
- Use of RTI strategies
- Planned tutoring
- Use of Student achievement center
- Extra tutoring for Language acquisition/test taking strategies

**One D or F on Any Report Card (grades 2-12)**

- Strong Collaborative ACs, common formative assessments, data collection, common planning
- Strong first teach
- Use of adopted curriculum, GVC
- Following standards
- Classroom management strategies, Safe and Civil/Restorative practices
- Intentional Professional Development
- Use of RTI strategies
- Planned tutoring
- Use of Student achievement center
- Extra tutoring for Language acquisition/test taking strategies

- The need for more individual student data review
- Need for scaffolds for specific student needs
- Need to Continue collaboration between ELA grade levels, elementary and secondary
- Need more Intentional collaboration across content areas
- Need to Continue work on what the 'Essential Standards' are, include District scope and sequence and test released information
- The need to Insert more common check for understanding and utilizing as common formative assessments to drive instruction
- Need for More intentional planned RTI School Wide and as ACs
- Engagement strategies
- Mindset

**EL Reclassification Rate (All grade levels)**

- the need for intentional planning for EL students specifically
- Need for more lesson that include student collaboration
- More scaffolds for EL students are needed
- More collaboration about EL students During ACs and Professional Development
- More communication about who the EL students are and what their individual needs are is needed
- More celebrations for the growth of EL students and reclassification
- More collaboration and outreach to parents of EL students

**One D or F on Any Report Card (grades 2-12)**

- Mindset
- Continue work on common grading, rubrics, and expectations is needed
- Collaboration on what the 'Mastery' of a given skill or content area is needed
- More opportunity for student success is needed
- More professional development, reading, speakers on student needs
- The need for more Peer observations and collaboration about this topic

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1 SSC:**

Asked for tutoring for all students. Want continual opportunities for their students to engage in cross content assignments, projects and competitions.

SSC asked for computer literacy for students

**2 ELAC:**

Parents continue to want more tutoring before and after school for their students. They also want the school to find improved ways to communicate with parents about meetings, events, and what the school is offering for student and parent involvement.

**3 Staff:**

Staff request continual Professional learning on the RTI process and growing as a PLC.

Staff asked for more current technology and better equipment for their students.

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

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- Based on 2017-2018 actions: Title 1 funding is needed for more parent involvement. Limitations in language, daycare and general knowledge of education requirements (A-G) still exist.
- Technology need beyond the baseline exist to support AMD students
- ASP program tutoring was not sufficient to meet the needs of diverse student groups such as homeless/foster youth. Title 1 funding is needed for this.
- Supplemental contracts for tutoring-effective on a general level to get students to complete assignments and have a general level understanding.
- Travel expenses for professional development and adult learning-impacts those teachers directly and their students
- Student tablets and materials for tablets such as earphone and carts,all KC students have access to technology on a regular basis

## Action 1

**Title:** Professional Learning

### Action Details:

Kings Canyon is committed to assuring ALL students continually make academic growth. It is our belief to do this we need to investing in our teachers. We strive to provide the best instruction to each child. We will monitor and support all student with the outcome of increasing growth and reducing the amount of students on the ELA and math SBAC who are negatively disproportionate while increasing the school wide ELA and math mastery level with a 10% gain. To attain growth, professional learning will be offered through on-site and conference led opportunities. Our Accountable Communities will refine the RTI process for struggling and emerging students, teachers and admin will attend Solution Tree conferences, AMD, Safe and Civil, CLMS and specific content related conferences along with participating in site visit of exemplar schools as a form of PL, substitutes will be provided when necessary to support those learning opportunities.. We will also provide opportunities for Peer observations through the use of substitute teachers. We will provide technology training to teachers so they may engage students in technology through the PLI process and professional development through FUSD PLI and Education Elements. Teachers who take the lead in this PLI will be provided PD to share in a job embedded process. Substitutes will be provided to teachers in this initiative. Technology for the classroom and students will be purchased as needed to complete the Professional Learning Initiative at KC. Professional Learning will also consist of continual Regional Alignment team teaching and coaching. Professional Learning during the school day will include the allotment for substitutes. PL may include guest speakers at the site or regionally along with coaches to support Foundations implementation and the text needed for and required book studies. Teachers will be given the opportunity to develop as leaders, this will include contracts to chair various site programs such as Curriculum Teams, Safe and Civil along with working side by side with current administrators and teachers. For side by side work or peer mentoring requiring classroom coverage substitutes will be acquired. Teachers wanting to work on their admin credentials will be given opportunity for side by learning with site admin. Substitutes for teachers and admin will be provided to allow this work.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

SBAC ELA

SBAC Math

Interim Assessment Monitoring

Common Formative Assessment Data Monitoring

IPG data

Grades

Data Chats with ACs and AC Leads regarding feedback, reflective conversations

Job Embedded Professional Learning Site Created

RTI reteach data by AC

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

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

Contracts for before and after school to work with students on ELA and Math skills

Supplemental contracts provided to Certificated and Classified staff. Including, but not limited to tutoring, meetings, parent engagement, translation, and other student related items

AMD - training and tutors to work with students.

Increased technology usage in the classroom.

Increase in engagement strategies and structures to help all students.

hiring of retired teacher to support math development in students and teachers through co-teaching and training.

Utilization/Pay teacher for prep time for more access to students/elective courses (Prep Buyout)

Substitute for classified employee quarterly to prepare and monitor all PL documents and accounting.

Maintenance. Including, but not limited to, technology, classrooms, school site, student areas, copy machines

Materials/Supplies for students and teachers for classroom use and learning needs

Transportation and Fees for field trips, conferences, and other school related items

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

All Parents are invited to ELAC/coffee hour meetings to discuss resignation, A-G requirements, tutoring expectations, Parent University and parent campus tours. Parent classes offered by certificated Teachers to support parents with CCSS math and ela. Parent news letters. Use of School Messenger and Texting. Interpreters and Babysitters will be provided during parent meetings and all school events. Food and beverages will be served to help promote involvement. Incentives will be given to families who participate. Parent classes on EDU Text, Atlas and school related events/initiatives. Translators, babysitters, and other items provided to parents to encourage involvement.

Owner(s):

Admin Team

Academic Counselors

AC Lead Teachers

PLI Lead Team

Safe and Civil Team

Teachers

Timeline:

Grades every six weeks

Interim Assessment Monitoring

Quarterly AC data protocols

Regional CCI - quarterly

Specify enhanced services for EL students:

Academic Counseling along with before and after school tutoring will be offered. Students in this disadvantaged, EL or Foster category will be offered educational field trips, increased technology and intervention supports.

Describe Professional Learning related to this action:

PL will include using the resources gained through conferences, speakers, visitations and peer observations as tools to ground our work. The first goal will be to strengthen First teaching through the feedback process of walk-through observations and lesson planning. The RTI development will be established and collectively addresses as a school site and in the classroom. Resources needed may include books, subscription, on-line training, mentorship and travel expenses.

We will leverage our AC in the use of CFA to effectively measure student achievement by using data protocols that break each standard and learning target of the Essential standards down to student by name, need and sub-group. We will learn to use data to identify lowest performing subgroups and create RTI processes to move those groups and close the achievement gap that exists.

## Action 2

**Title:** RTI/Tutoring Program

### Action Details:

Along with our site RTI structures, our Accountable Communities will refine the RTI process for struggling and emerging students. 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. Our Accountable Communities will refine the RTI process for struggling and emerging students, teachers and admin will attend Solution Tree conferences, AMD, Safe and Civil, CLS and specific content related conferences along with participating in site visit of exemplar schools as a form of PL, substitutes will be provided when necessary to support those learning opportunities. We will also provide opportunities for Peer observations through the use of substitute teachers. We will provide technology training to teachers so they may engage students in technology through the PL process. Technology will be updated as needed to support student growth in ELA and Math. RTI structures will be developed as a whole site and in each content team. Counselors will involve teachers and parents in the support of struggling students. These actions will result in an increase in ELA and Math SBAC scores and a decrease in D's and F's per grading period.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

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

CFA data and reteach data  
 Interim data in ELA and Math  
 ELPAC results  
 Grades D and F monitoring  
 RFEP monitoring forms  
 DATA chats with ACs

#### Owner(s):

Teachers  
 Administration  
 AC Lead  
 Counselors

#### Timeline:

Every 6 weeks  
 Grading periods  
 monthly ILT meetings

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

Students will use agendas in each class to record class information and goal set for RTI  
 Students will attend tutoring during the instructional day, before and after.  
 Students will have incentives and participate in decision making for such: Semester Awards Assemblies for 4.0, merit, honor and perfect attendance

#### Specify enhanced services for EL students:

EL student will be supported through ELD strategies during the instructional day and during tutoring after school.

#### Explain the actions for Parent Involvement (required by Title I):

Parent conferences to inform and update parents of academic progress: including translators, food items, paper supplies, graphics, supplemental contracts for classified and certificated to contact and schedule parents.  
 Students identified for RTI will have their parents informed in a variety of communications, parent meetings, phone calls, behavior / academic contracts/ SSTs/ IEP/504s/ weekly monitoring slips/ scheduled interventions/ and tutoring progress reports. All Parents are invited to ELAC/coffee hour meetings to discuss resignation, A-G

#### Describe Professional Learning related to this action:

Professional Learning will consist of continual Regional Alignment team teaching and coaching. Professional Learning during the school day will include the allotment for substitutes. PL may include guest speakers at the site or regionally along with coaches to support Foundations implementation.  
 Teachers and lead teachers are developing the RTI triangle which includes data protocols to address subgroups who are struggling. Tiered interventions which include Level 1 - for all students, Level 2 - for students struggling

requirements, tutoring expectations, Parent University and parent campus tours. Parent classes offered by certificated Teachers to support parents with CCSS math and ela. Parent news letters. Use of School Messenger and Texting. Interpreters and Babysitters will be provided during parent meetings and all school events. Food and beverages will be served to help promote involvement. Incentives will be given to families who participate. Parent classes on EDU Text, Atlas and school related events/initiatives.

after re-teach and Tier 3 students - those who are struggling across the contents or with academic, behavior and social interactions will be supported through both AC and site RTI processes. Current Site Tiered supports include student identification, conferences, contracts, monitoring, mentoring, tutoring and one-on-one observations and conversations. The focus is on helping the student develop skills and solutions to overcome academic, emotional and social struggles.

### Action 3

**Title:** EL Re-designation

#### Action Details:

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 implementation in RTI classes. ELD classes will be provided. These classes are designed for EL 1s and 2s. Teachers will be utilizing ELD material and the Guaranteed Viable Curriculum, Springboard ELD along with technology resources such as GVC on line resources, Khan Academy, PSAT testing and the Professional Learning Initiative through Education Elements. One target action will be to create several EL AMD type classes that enrich vocabulary through literature, field trips and experiences using the ELD standards.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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#### Explain the Progress Monitoring and data used for this Action

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

Interim Assessment Monitoring Assessment for SBAC  
ELPAC results, Assessors, other items needed for testing  
Supplemental Contracts to support EL language growth and engagement  
Common Formative Assessment Data  
Grades  
Classroom observation data/Walk-through  
IPGdata  
RFEP monitoring forms  
Data chats with ACs/Teachers regarding direct feedback, reflective conversations, AC meetings, and collected task and assessment data  
Materials/Supplies needed for student learning/social emotional growth

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

After school tutoring for EL students in ELA and Math, Intervention/ RTI assignments with targeted EL focus and grouping, and providing supplemental materials and technology. Long-term ELs and EL 3s will be targeted for

##### Owner(s):

Admin Team  
Teachers/Coaching GLA/ Academic Counselor- monitor grades, tutoring/  
ELAC  
AC Lead Teachers  
RCA-attendance/Parent Involvement

##### Timeline:

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

##### Specify enhanced services for EL students:

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

small group instruction. EL 1s and 2s will be placed in an ELD course

Celebrations and incentives

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

All Parents are invited to ELAC/coffee hour meetings to discuss resignation, A-G requirements, tutoring expectations, Parent University and parent campus tours. Parent classes offered by certificated Teachers to support parents with CCSS math and ela. Parent news letters. Use of School Messenger and Texting. Interpreters and Babysitters will be provided during parent meetings and all school events. Food and beverages will be served to help promote involvement. Incentives will be given to families who participate. Parent classes on EDU Text, Atlas and school related events/initiatives.

Describe Professional Learning related to this action:

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

# 2018-2019 SPSA Budget Goal Subtotal

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

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for teachers. Peer obs, planning days, conferences, Educational Element conferences and other PD/Travel for staff.	5,331.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher sup contracts	4,788.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			**NO FOOD or INCENTIVES** See All actions in Goals 1 and 4	6,090.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Goal 1-4	5,663.00
G1A1	Title 1 Basic	Instruction	Travel			: G4A1, G4A2	9,378.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Educational Element : Education Element, PLI	14,000.00
G1A1	Title 1 Basic	Other Pupil Services	Oth Cls-Supp			AVID Tutors Other services	3,669.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A2, G1A3 teacher subs	7,498.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			G1A2-A3, G4A1-A2, SEE GOAL 2 Supplemental contracts for teachers	40,823.00
G1A1	Sup & Conc	Instruction	Bks & Ref			G1A2, G1A3, G3A1, G4A2	8,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A2, G1A3, G2A1, G3A1,G4A1, G4A2 technology	30,000.00
G1A1	Sup & Conc	Instruction	Travel			G1A1, G4A2, G1A3, G2A1, G3A1, G1A2	14,000.00
G1A1	Sup & Conc	Instruction	Travel			TEACHER TRAVEL **Don't use for Admin, they have their own line** PD G4A2, G1A3, G2A1, G3A1, G1A2	14,000.00
G1A1	Sup & Conc	Instruction	Travel			: ADMIN TRAVEL FEES All Goals and Actions,	12,496.00
G1A1	Sup & Conc	Instruction	Copier Maint			G1A1, G4A2, G1A3, G2A1, G3A1, G1A2	11,665.00
G1A1	Sup & Conc	Instruction	Direct Trans			G1A2, G1A3,G2A1,G3A1,G4A2 Transportation/busses for students	8,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			All Goals/Actions, ADMIN subs	8,201.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sub			all goals, sub for Yaima	1,506.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Nicholas DeLaCerde / 1062779 - Prep buyout	11,622.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies/Incentives SEE ALL GOALS G4A1, G4A2, G1A3, G2A1, G3A1	61,530.00
G1A3	Title 1 Basic	Parent Participation	ClS Sup-Ext			G4A1 translators	2,084.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: G1A1 G4A1 Mandetory Title I parent involvement (No incentives or food)	1,062.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		15,777.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			G1A1 teacher contracts EL	3,830.00
G1A3	LCFF: EL	Instruction	Mat & Supp			G4A1, G4A2, G1A2, G2A1, G3A1 supplies for	3,067.00

## 2018-2019 SPSA Budget Goal Subtotal

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

### G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3		Instruction	Mat & Supp			ELs	3,067.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			translators	1,223.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			babysitters ELAC, Coffee hour, parent meetings	856.00

**\$306,159.00**

## Goal 2 - All Students will engage in arts, activities, and athletic

### School Quality Review

#### School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	93.898	100

### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### Goal 2 Participation Rate

- Teacher involvement
- Student outreach through announcements, posters, rallies, assemblies, meetings
- Parent outreach through meetings, school messenger, coffee hour, paper notifications, marquis

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### Goal 2 Participation Rate

- more options for kids
- more clubs and groups created by student needed, student input
- factoring in time and best practices for accountability of when activities and club meetings occur

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Continue to provide students with opportunities that keep them engaged during school and after school so that students can meet learning standards. Parents want and need for students to be exposed to better technology and training. Would like more clubs and experts in after-school opportunities. Parents like that students to have many options in Athletics would like have more teams, so more students can participate. Great arts, technology, and music offered in the after school program are needed. Parents want students to be safe and have skills that help them cope with social issues and influences both in school and online. Parents want a safe campus with organization and structures in place for picking up and dropping students off before and after school.

**2** ELAC:

Parents ask for continual messages home in text or paper form. They also want more phone calls home by a Spanish speaker. They asked for the school to provide pamphlets of other campus involvement options to be able to share with others what to expect at KC for activities and clubs.

**3** Staff:

Staff like that we have school-wide practices that promote appropriate and respectable behavior. Encouraging real-world skills, like wearing identification anytime on campus creates responsibility in our students. Communications of all extracurricular activities/opportunities on and around campus build the teacher/student relationship. Teachers like and want to continue working in collaboration with the afterschool Teaching Fellows program. Tutoring services available by certificated staff to students is a great opportunity to continue the learning outside the classroom. Opportunities for teachers to learn from others about current campus culture trends/activities/needs and how and what other districts do to build engagement and meet the need of the students.



## Action 1

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

### Action Details:

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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 through advisory lessons, bulletin boards, morning announcements, lunchtime announcements, and teacher support. Students will have a voice in choosing and creating clubs through advisory lessons and the Campus Culture Director. Through our continued efforts to increase student engagement, adults and students will have increased opportunities to develop positive mentoring relationships. Thus helping students have a greater sense of belonging. Students will be brought into the engagement piece, sitewide through student-made videos, announcements, bulletins, podcasts, and broadcasts. All KCMS students will have the opportunity to get involved with a variety of different activities that address growth in athletics, arts, and school-wide campus culture. Our students will be involved and focus will remain on our E-5 essential school-wide goals. All opportunities will allow students to practice polite behaviors in social situations, always obey and respect teachers and other adults, care for our campus, be tolerant of others, and care for others by sharing information that will help us to be safe.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

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Using ATLAS tools that track/monitor student engagement. Data will drive all planning and interventions to meet our student needs. Campus Culture leadership team will monitor progress on a quarterly basis to increase participation and effectiveness as it relates to campus culture.

#### Owner(s):

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- Administration- monitor and provide opportunities for Goal 2 type activities
- Campus Culture-will create surveys to guide the level of student involvement and address interest needs. Provide an update bulletin board for posted student activities including monthly calendars and images highlighting student projects.
- Teachers – advisory teachers will strive to develop mentor-type relationships to support students.

#### Timeline:

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

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

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##### **SERVICES TO STUDENTS:**

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

- Young Men's/Women Alliance
- Leadership
- Game Room Incentives
- WEB
- Club Week
- Spirit Rallies
- E-5 Motivation Program
- Academic competitions

#### Specify enhanced services for EL students:

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

- Clubs (KPOP, Folklorico)
- Guest speakers
- Fieldtrips (aquarium, zoo)

- Diversity Celebrations
- Career Educational opportunities
- Study Trips
- Lunch and Afterschool Clubs
- Academic Competitions
- Cheerleading
- Athletics teams
- Intermural Sports
- Clubs
- Electives
- Extra-Curricular
- Choir
- Band
- Student Conferences/Field trips (FASL/BSU/AMD/Science Day)
- Dances

**NEEDS:**

Supplemental contracts for teachers/ to support Goal 2 participation.

Supplemental contracts for expert classified staff/ Regional High School student and College Students to fill the gap for needed expert club sponsors that will support Goal 2 students.

Supplies and materials to help support students and staff involved in Goal 2 activities,

Incentives that support Goal2 participation,

Campaigns and Conferences that support Goal 2

Conferences, travel fees, and substitutes to support participation in school programs

Contracts for vendors that specialize in services that meet needs for special events (dances/rallies etc.)

Supplemental contracts to provide tutoring before and after school.

**Explain the actions for Parent Involvement (required by Title I):**

Communication with parents will be provided through weekly updates on the school website, newsletters, parent conferences

Parents will be invited to school-sponsored events to celebrate and join in with their student promoting a school home relationship.

Cultural fairs that highlight our diversity on campus will create tolerance and acceptance for all students and our families.

Provide interpreters for parents.

Athletic, Arts and extra-curricular activities will be listed and shared through students Agendas and parent handbooks.

**Describe Professional Learning related to this action:**

Teachers will offer students leadership and mentorship for clubs and extracurricular activities with the intent of impacting the whole child.

Teachers will conduct and participate in Safe & Civil/Restorative Practice lessons and PD to promote an inviting and involved campus.

Guest speakers will visit our campus to share real-world experiences and values that positively impact learning.

Conference opportunities that promote current educational trends.



**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 8th Grade	0	90

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Exposure to Careers - 8th Grade**

- Career Cruising
- AVID/JDA tours of college
- Career day-Hosted by KC site

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Exposure to Careers - 8th Grade**

- Need better planning for career day
- Need to involve more groups when students do college visits
- incorporate an academic activity connected to career day
- Continue to get as many various jobs as possible for career day
- Create incentives for students around soft skills
- Bring in speakers or/and business partners in CTE and other fields;

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Parents like that students get to hear and learn from career professionals. They asked for students to be exposed to better technology and training.

**2** ELAC:

Concerned over tutoring and grade level mastery. Want students to visit colleges and high school events so they can make the best choices

**3** Staff:

want to develop soft skills, speaking and listening mastery and goal setting for students.

**Action 1**

**Title:** College and Career Readiness

**Action Details:**

Our Mission at KCMS is that all students are academically, socially and emotionally ready for high school. To support this and students moving beyond the high school level we will hold multiple events and initiatives at our site including Career Day including supplemental contracts for teachers to assist, mentoring, college visitations including substitutes, transportation and meals, guest speakers, on-site presentations, character initiatives such as E5 tickets purchased through district graphics along with other graphic supplies and displays, educational and leadership student field trips and competitions such as Tournament of Technology, Home Show, Academic Pentathlon. Workshops

for Khan Academy, PSAT support, A-G eligibility, high school pathways including developing connections to those pathways through clubs, courses or events. Students will run a student store to learn communication skills such as communication and accounting. Maintenance and repairs, storage containers to the store will be supported. Students will share in the decision making process for revenue earned through the ASB.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Work with regional high school counselors/admin to support pathways

Khan Academy Monitoring

PSAT Assessment Results

Student Surveys

SBAC scores in ELA and math

interim Assessment Results

Agenda monitoring

Participation Data

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

Use of retired teacher to build High School A-G classes

Owner(s):

Teachers

Administration

AC Lead

Counselors

Librarian

Teachers

Timeline:

Weekly

Monthly

Quarterly grading periods

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

Specify enhanced services for EL students:

Continued access to all components of core content areas, extra curricular and field trip, and incentives for meeting attendance, academic and language acquisition goals. Cultural awareness will be given to assure all students feel included and represented.

- 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.
- Career Cruising: Students will explore their interests, learn about career opportunities and develop action steps to achieve their career goal.
  - Incentives for action plans
- College and Career Theme Days: Students will participate in theme days by wearing college, military branch and other post-secondary related apparel. They will engage in powerful discussions with students and faculty members about interests and the divergent ways of obtaining their ultimate career choice.
  - Incentives for participation in College and Career theme day events.
  - Provide lunch time activities that will allow students to develop/practice employability skills
- College visits: Students will be introduced to the expectations of college life, course work, and the admissions process.
  - Provide students with 2 college visits per year.

- Motivational Speakers/presenters: Students will hear from 2-3 motivational speakers throughout the academic year, in order to promote a growth mindset.
  - Contract 2-3 motivational speakers throughout the academic year
- AMD, JDA and CTE courses will be offered to support students in Goal 3 including Tutors, related materials, fieldtrips, community partnerships and mentoring.
- Move Up Day supplies such as backpacks, school supplies will be provided.
- All students will be given a lanyard, and agenda to demonstrate career and high school skills.

#### Explain the actions for Parent Involvement (required by Title I):

Parents are informed in a variety of communications, parent meetings, phone calls, behavior / academic contracts/ SSTs/ IEP/504s/ weekly monitoring slips/ scheduled interventions/ and tutoring progress reports. All Parents are invited to ELAC/coffee hour meetings to discuss resignation, A-G requirements, tutoring expectations, Parent University and parent campus tours. Parent classes offered by certificated Teachers to support parents with CCSS math and ela. Parent news letters. Use of School Messenger and Texting. Interpreters and Babysitters will be provided during parent meetings and all school events. Food and beverages will be served to help promote involvement. Incentives will be given to families who participate. Parent classes on EDU Text, Atlas and school related events/initiatives.

#### Describe Professional Learning related to this action:

To attain growth, professional learning will be offered through on-site and conference led opportunities. Our Accountable Communities will refine the RTI process for struggling and emerging students, teachers and admin will attend Solution Tree conferences, AMD, Safe and Civil, CADA, CLS and specific content related conferences along with participating in site visit of exemplar schools as a form of PL, substitutes will be provided when necessary to support those learning opportunities.. We will also provide opportunities for Peer observations through the use of substitute teachers. We will provide technology training to teachers so they may engage students in technology through the PLI process. Professional Learning will consist of continual Regional Alignment team teaching and coaching. Professional Learning during the school day will include the allotment for substitutes. PL may include guest speakers at the site or regionally along with coaches to support Foundations implementation.

## 2018-2019 SPSA Budget Goal Subtotal

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

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintenance G2A1, G4A1, G4A2	15,000.00
G3A1	LCFF: EL	Instructional Supervision & Admir	Direct-Maint			G2A1	892.00

**\$15,892.00**

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	16.705	14.705
Suspensions Per 100	28.447	27.447

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Chronic Absenteeism</b></p> <ul style="list-style-type: none"> <li>• SESS</li> <li>• RCA</li> <li>• Office assistance and aids</li> <li>• School messengers home</li> <li>• Admin tracking student absences and tardy numbers</li> <li>• incentives for students who have great attendance</li> <li>• Incentives for students who show growth</li> <li>• Teachers/Adults who build positive relationships with students</li> </ul> <p><b>Suspensions Per 100</b></p> <p>28.4</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Chronic Absenteeism</b></p> <ul style="list-style-type: none"> <li>• More home visits needed</li> <li>• More calls home needed</li> <li>• Counseling/Communication with students one on one and in group settings</li> <li>• More talk about important of attendance</li> <li>• More Safe and Civil and Restorative actions needed to build positive connections between adults and students and students to students at the school site</li> </ul> <p><b>Suspensions Per 100</b></p> <p>28.4</p>
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**Step 2:** 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.

<p><b>1</b> SSC:</p> <p>Question how are parents informed? How can we increase the EDUText program.</p>	<p><b>2</b> ELAC:</p> <p>Parents want to know what structures exist for students who are bullied and do not want to come to school</p>	<p><b>3</b> Staff:</p> <p>How can we go on-line and use technology to support students.</p>
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**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:



last year we had both a 6 hour RCA and budgeted for a HSL. We were unable to hire the HSL, and increased the RCA to an 8 hour person. This allows for counseling, monitoring and more parent relationships to develop.

## Action 1

**Title:** Attendance

### Action Details:

Attendance Matters! Students will participate in monthly incentives, training and monitoring of attendance. A Resource Counseling Assistant will monitor daily tardies, conference with students and communicate with parents, she will work directly with the SESS to reduce the amount of chronic absence, increase the ADA and help students overcome their block to attending school, including connecting students to tutoring, mentoring, counseling, or medical referrals. Chronic 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. All 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 participate in SST. Incentives for all students and classes will be offered involving the strides Atlas data collection system.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

SESS will provide every six week attendance data

RCA will monitor tardies each day and accountability system

incentives to students with perfect attendance - awards assemblies and monthly class prizes

advisory lessons and discipline assemblies

motivational guest speakers (cost of travel, meals, service)

Graphics to support good behavior and attendance

Graphics for Parent/Student engagement

RCA/SESS/Counselors Materials/Supplies/Food/Incentives-including mileage for parent/community outreach

#### Owner(s):

SESS

Administrative Team

Leadership Team

RCA

Teachers

Staff

#### Timeline:

monitoring periods, grading periods, Quarterly awards, semester Awards assembly

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

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. RCA 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

#### Specify enhanced services for EL students:

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

Small group counseling will be offered with SESS and RCA to support attendance issues such as perceived bullying, depression, anxiety and a host of other issues that propel students to miss school.

**Explain the actions for Parent Involvement (required by Title I):**

Parents re communicated with daily, weekly and monthly to support attendance and social emotional counseling. Meetings with SESS, RCA, Counselors and administrative team are conducted to build relationships and support student attendance. All Parents are invited to ELAC/coffee hour meetings to discuss resignation, A-G requirements, tutoring expectations, Parent University and parent campus tours. Parent classes offered by certificated Teachers to support parents with CCSS math and ela. Parent news letters. Use of School Messenger and Texting. Interpreters and Babysitters will be provided during parent meetings and all school events. Food and beverages will be served to help promote involvement. Incentives will be given to families who participate. Parent classes on EDU Text, Atlas and school related events/initiatives.

**Describe Professional Learning related to this action:**

To attain growth, professional learning will be offered through on-site and conference led opportunities. Our Accountable Communities will refine the RTI process for struggling and emerging students, teachers and admin will attend Solution Tree conferences, AMD, Safe and Civil, CADA, CLS and specific content related conferences along with participating in site visit of exemplar schools as a form of PL, substitutes will be provided when necessary to support those learning opportunities.. We will also provide opportunities for Peer observations through the use of substitute teachers. We will provide technology training to teachers so they may engage students in technology through the PLI process. Professional Learning will consist of continual Regional Alignment team teaching and coaching. Professional Learning during the school day will include the allotment for substitutes. PL may include guest speakers at the site or regionally along with coaches to support Foundations implementation.

**Action 2**

**Title:** Social Emotional Supports

**Action Details:**

To reduce the amount of suspensions, detentions, adverse classroom behaviors and develop a feeling of community and ownership for our students Kings Canyon will create a system of social emotional supports. All students will be assigned to an advisory/home room class and participate in team building exercises to create a sense of belonging. School pride and branding will be fostered through site norms, celebrations and inspirational moves: guest speakers, t-shirts, events, cultural awareness organizations. The site facilities will be modified and spaces created for small group meetings and inclusion spaces such as 'buddy bench', tables to join others who may be new or intimidated at lunch, rooms to build friendships or de-escalate vs. facing a suspension.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

student surveys  
grades  
attendance  
suspensions  
participation in school activities

**Owner(s):**

SESS  
RCA  
Administrative Team  
Leadership Team  
Campus Culture  
Teachers  
Safe and Civil Team

**Timeline:**

weekly attendance and site events  
monthly eligibility list  
quarterly grades

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

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Students will develop a sense of belonging while building relationships with adults on campus. E5 tickets are given to support Academic, Behavior and Character choices. Technology will create engaging environments in the classroom while social emotional needs will be met through small group counseling, Safe and Civil strategies and relationship building events.

**Explain the actions for Parent Involvement (required by Title I):**

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All Parents are invited to ELAC/coffee hour meetings to discuss resignation, A-G requirements, tutoring expectations, Parent University and parent campus tours. Parent classes offered by certificated Teachers to support parents with CCSS math and ela. Parent news letters. Use of School Messenger and Texting. Interpreters and Babysitters will be provided during parent meetings and all school events. Food and beverages will be served to help promote involvement. Incentives will be given to families who participate. Parent classes on EDU Text, Atlas and school related events/initiatives.

**Specify enhanced services for EL students:**

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

**Describe Professional Learning related to this action:**

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To attain growth, professional learning will be offered through on-site and conference led opportunities. Our Accountable Communities will refine the RTI process for struggling and emerging students, teachers and admin will attend Solution Tree conferences, AMD, Safe and Civil, CLS and specific content related conferences along with participating in site visit of exemplar schools as a form of PL, substitutes will be provided when necessary to support those learning opportunities.. We will also provide opportunities for Peer observations through the use of substitute teachers. We will provide technology training to teachers so they may engage students in technology through the PLI process. Professional Learning will consist of continual Regional Alignment team teaching and coaching. Professional Learning during the school day will include the allotment for substitutes. PL may include guest speakers at the site or regionally along with coaches to support Foundations implementation.

## 2018-2019 SPSA Budget Goal Subtotal

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

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Graph			: graphics G4A2	1,500.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000	G4A2 translation services to bridge school to home for EL families, communication re: attendance and SEL and services. Small group mentoring/counseling to EL students to support academic achievement and behavioral choices.	10,458.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000	G4A2 translation services to bridge school to home for EL families, communication re: attendance and SEL and services. Small group mentoring/counseling to EL students to support academic achievement and behavioral choices.	41,827.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			local Mileage G1A1, G4A2, G1A3, G2A1, G3A1, G1A2	1,000.00
G4A2	LCFF: EL	Parent Participation	Mat & Supp			G1A1, G4A1, G1A3, G2A1, G3A1, G1A2	3,537.00

**\$58,322.00**

## 2018-2019 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for teachers. Peer obs, planning days, conferences, Educational Element conferences and other PD/Travel for staff.	5,331.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher sup contracts	4,788.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			**NO FOOD or INCENTIVES** See All actions in Goals 1 and 4	6,090.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Goal 1-4	5,663.00
G1A1	Title 1 Basic	Instruction	Travel			: G4A1, G4A2	9,378.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Educational Element : Education Element, PLI	14,000.00
G1A1	Title 1 Basic	Other Pupil Services	Oth Cls-Supp			AVID Tutors Other services	3,669.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A2, G1A3 teacher subs	7,498.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			G1A2-A3, G4A1-A2, SEE GOAL 2 Supplemental contracts for teachers	40,823.00
G1A1	Sup & Conc	Instruction	Bks & Ref			G1A2, G1A3, G3A1, G4A2	8,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A2, G1A3, G2A1, G3A1,G4A1, G4A2 technology	30,000.00
G1A1	Sup & Conc	Instruction	Travel			G1A1, G4A2, G1A3, G2A1, G3A1, G1A2	14,000.00
G1A1	Sup & Conc	Instruction	Travel			TEACHER TRAVEL **Don't use for Admin, they have their own line** PD G4A2, G1A3, G2A1, G3A1, G1A2	14,000.00
G1A1	Sup & Conc	Instruction	Travel			: ADMIN TRAVEL FEES All Goals and Actions,	12,496.00
G1A1	Sup & Conc	Instruction	Copier Maint			G1A1, G4A2, G1A3, G2A1, G3A1, G1A2	11,665.00
G1A1	Sup & Conc	Instruction	Direct Trans			G1A2, G1A3,G2A1,G3A1,G4A2 Transportation/busses for students	8,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			All Goals/Actions, ADMIN subs	8,201.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sub			all goals, sub for Yaima	1,506.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Nicholas DeLaCerde / 1062779 - Prep buyout	11,622.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies/Incentives SEE ALL GOALS G4A1, G4A2, G1A3, G2A1, G3A1	61,530.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Ext			G4A1 translators	2,084.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: G1A1 G4A1 Mandetory Title I parent involvement (No incentives or food)	1,062.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		15,777.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			G1A1 teacher contracts EL	3,830.00
G1A3	LCFF: EL	Instruction	Mat & Supp			G4A1, G4A2, G1A2, G2A1, G3A1 supplies for ELs	3,067.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			translators	1,223.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			babysitters ELAC, Coffee hour, parent meetings	856.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintenance G2A1, G4A1, G4A2	15,000.00
G3A1	LCFF: EL	Instructional Supervision & Admir	Direct-Maint			G2A1	892.00

G4A1	Sup & Conc	Instruction	Direct-Graph			: graphics G4A2	1,500.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000	G4A2 translation services to bridge school to home for EL families, communication re: attendance and SEL and services. Small group mentoring/counseling to EL students to support academic achievement and behavioral choices.	10,458.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000	G4A2 translation services to bridge school to home for EL families, communication re: attendance and SEL and services. Small group mentoring/counseling to EL students to support academic achievement and behavioral choices.	41,827.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			local Mileage G1A1, G4A2, G1A3, G2A1, G3A1, G1A2	1,000.00
G4A2	LCFF: EL	Parent Participation	Mat & Supp			G1A1, G4A1, G1A3, G2A1, G3A1, G1A2	3,537.00
							<b>\$380,373.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,687.00
Sup & Conc	7090	\$244,677.00
LCFF: EL	7091	\$72,009.00
<b>Grand Total</b>		<b>\$380,373.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$306,159.00
G3 - All students will demonstrate the character and competencies for workplace success	\$15,892.00
G4 - All students will stay in school on target to graduate	\$58,322.00
<b>Grand Total</b>	<b>\$380,373.00</b>