Kings Canyon Middle

10621666057327

Principal's Name: Edith Navarro

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on:　May 29, 2019

Title I SWP　　　　　　　　　　　　　　　　　　　Additional Targeted Support and Improvement

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District Goals

	The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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

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.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The 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.

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 – Maddelena Perez		X			
3. Jacquelin Moua		X			
4. Meng Ly		X			
5. Rhonda Reinhardt		X			
6. Maria Vasquez					X
7. Doug Mckinnis					X
8. Ghiselle Bustos					X
9. Carmen Salazar				X	
10. Sabrina Hernandez				X	
11. Thay Moua				X	
12. Janie Ochoa			X		
13.					
14.					
15.					

Check the appropriate box below:
√ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date   .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Edith Navarro		3-21-19
SSC Chairperson	Maddelena Perez		3-21-19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Kings Canyon - 0265

ON-SITE ALLOCATION

3010	Title I	$69,342 *
7090	LCFF Supplemental & Concentration	$234,069
7091	LCFF for English Learners	$76,962

TOTAL 2019/20 ON-SITE ALLOCATION   **$380,373**

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*   These are the total funds provided through the Consolidated Application

*   Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	$2,667
Remaining Title I funds are at the discretion of the School Site Council	$66,675
Total Title I Allocation	$69,342

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Kings Canyon Middle 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	26.502 %	4 %	2017-2018	11 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.936 %	29.47 %	2017-2018	36.47 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.565 %	17.963 %	2017-2018	24.963 %
One D or F on Any Report Card (grades 2-12)	47.557 %	58.841 %	2017-2018	51.841 %
SBAC ELA Distance from Level 3 (African American)		-99.1 pts	2017-2018	-84.1 pts
SBAC Math Distance from Level 3 (African American)		-133.7 pts	2017-2018	-118.7 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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 - on going and effective
- Strong first teach - continual professional learning needed
- Use of adopted curriculum, GVC - on going and effective
- Following standards, creation of essential standards - must be revisited - AC teams saw creation as an one time event. Data does not support continual use.
- Classroom management strategies, Safe and Civil/Restorative practices - effective
- Intentional Professional Development- effective and timely
- Use of RTI strategies - need continual PL
- Use of Student Achievement Center - planned tutoring- discontinued

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

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

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

- Strong Collaborative ACs, common formative assessements, data collection, common planning - on going and effective
- Strong first teach- on going and effective
- Use of adopted curriculum, GVC- on going and effective
- Following standards - effective
- Following standards, creation of essential standards- must be revisited AC teams did not provide data to demonstrate continual use
- Classroom management strategies, Safe and Civil/Restorative practices- effective
- Intentional Professional Development- effective
- Use of RTI strategies - intervention classes offered, effective
- Planned tutoring - retirement contract offered and effective
- Use of Student achievement center- discontinued, instead created ASP tutoring

EL Reclassification Rate (All grade levels)

- Strong Collaborative ACs, common formative assessments, data collection, common planning- effective
- Strong first teach- effective
- Use of adopted curriculum, GVC - effective
- Following standards - effective
- Classroom management strategies, Safe and Civil/Restorative practices - effective
- Intentional Professional Development - continual development and need
- Use of RTI strategies - tutoring with SHS provided support
- Planned tutoring - SHS tutors and after school tutoring in library effective
- Use of Student achievement center - discontinued
- Extra tutoring for Language acquisition/test taking strategies - effective

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

- Strong Collaborative ACs, common formative assessments, data collection, common planning - effective
- Strong first teach - effective
- Use of adopted curriculum, GVC - effective
- Following standards -effective
- Classroom management strategies, Safe and Civil/Restorative practices - effective
- Intentional Professional Development - effective
- Use of RTI strategies - data does not demonstrate reduction in D's and F's
- Planned tutoring - continual data needed to determine desired outcomes of reduction
- Use of Student achievement center- discontinued replaced with tutoring
- Extra tutoring for Language acquisition/test taking strategies - on going

SBAC ELA Distance from Level 3 (African American)

Current plan does not reflect actions specifically for this student. 2019-20 Actions will contain targeted services to support this group.

SBAC Math Distance from Level 3 (African American)

Current plan does not reflect actions specifically for this student. 2019-20 Actions will contain targeted services to support this group.

name
- Engagement strategies
- Mindset - mentoring for our 2021/2020 students and EL learners.
- discontinued Student Achievement Center instead offered tutoring through ASP and library tutoring services

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

- 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

SBAC ELA Distance from Level 3 (African American)

- Lack of utilizing data to pinpoint areas of need
- Lack of cultural connectiveness at school
- Need to support staff with PL and cultural awareness

SBAC Math Distance from Level 3 (African American)

- Lack of utilizing data to pinpoint areas of need
- Lack of cultural connectiveness at school
- Need to support staff with PL and cultural awareness

Moving toward getting on track to meet targets in this goal

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- 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.
- We followed through with more parent involvement, creating opportunities for parents to have community resources such as FPD Hispanic Residency Program classes, Father's Day in March and opportunities to volunteer. We will continue to involve parents and create opportunities for them to be on campus.
- Technology need beyond the baseline exist to support AVID students- technology was purchased and supported AVID students. The need this year will be to purchase more televisions and technology to allow teachers to project vivid images and manipulate those, as in solving a math program remotely.
- 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.- After school tutoring was created in the library to cover a range of subjects and support diverse students.
- Supplemental contracts for tutoring-effective on a general level to get students to complete assignments and have a general level understanding. - did not change, added Sunnyside high school students as peer tutors
- Travel expenses for professional development and adult learning-impacts those teachers directly and their students - did not change, very effective. Sent entire ELA team to PLC solution tree conference.
- Student tablets and materials for tablets such as earphone and carts, all KC students have access to technology on a regular basis - very effective

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will deepen our understanding and processes to hold accountable PLC's. Processes such as agendas, data protocols and data chats. Tutoring tied to accountability will be offered, such as standard by standard tutoring. Intervention classes and tutoring will be fluid and allow students opportunity within the instructional day to have supports. Technology will continue to be updated and made available for students.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	**2** ELAC:	**3** Staff:
Asked for tutoring for all students. Want continual opportunities for their students to engage in cross content assignments, projects and competitions.	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. Parents want opportunities to meet with teachers and communicate	Staff request continual Professional learning on the RTI process and growing as a PLC.
SSC asked for computer literacy for students.		Staff asked for more current technology and better equipment for their students.
Students to be taught same lessons with different teachers to allow re-teach in another manner or strategy.		Staff asked for more social emotional learning to support academic struggles, Staff requested PL on engagement and reading, writing strategies.

Action 1

Title: Literacy

Action Details:

Kings Canyon is committed to assuring ALL students continually make academic growth in English Language Arts. We recognize that literacy skills are the responsibility of all content teachers and participate with our region in a literacy focus. 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 SBAC who are negatively disproportionate while increasing the school wide ELA 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, AVID, 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

Details	Owner(s):	Timeline:
SBAC ELA	Admin Team	Grades every six weeks
PSAT - Regional Focus	Academic Counselors	Interim Assessment Monitoring
Interim Assessment Monitoring	AC Lead Teachers	Quarterly AC data protocols
Common Formative Assessment Data Monitoring	PLI Lead Team	Regional ILT with Literacy Focus
IPG data	Safe and Civil Team	
Grades	Teacherss	
Data Chats with ACs and AC Leads regarding feedback, reflective conversations		
Job Embedded Professional Learning Site Created		
RTI reteach data by AC		
CFA - all contents with Literacy focus		

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

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 through PLI

Increase in engagement strategies and structures to help all students talk moves

Buy-out prep to support at-risk Alliance students

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

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

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

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

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. Work aligned with PLI to increase technology and Lab School PL given to teachers.

Specify enhanced services for low-performing student groups:

African American students will have the additional support of a SST team, school site team, created by Vice Principal, Academic Counselor, BSU advisor and A4 leadership advisor, 2024 identification, progress monitoring and activities/conferences designed to increase academic awareness and performance. Jumpstart program prior to start of year will include all students with goal setting, academic supports, relationships and engagements.

- AA support teacher will monitor academic progress and provide instructional strategies to support instruction in core content area.
- Co-teachers will attend content AC meetings to gain further understanding and align rigor.
- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our students
- Our KCMS SST Team/Pivot Team (VP, AC, BSU, Co-teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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 ela. Parent newsletters. 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. Involvement with community organizations such as FPD Hispanic Residence Academy, HOPE Coalition, and intentional recruitment of organizations to work with our African American population.

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 addressed 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: Math

Action Details:

Kings Canyon is committed to assuring ALL students continually make academic growth in Math.   It is our belief to do this we need to investing in our teachers and focus on good first teaching.   We strive to provide the best instruction to each child with the infusion of SEL strategies in the classroom.   We will monitor and support all student with the outcome of increasing growth and reducing the amount of students on the math SBAC who are negatively disproportionate while increasing the school wide Mathematics 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, AVID, 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	Owner(s):	Timeline:
CFA data and reteach data	Teachers	Every 6 weeks
Interim data in Math	Administration	Grading periods
Teachers identify Target 10 - case load to monitor	AC Lead	monthly ILT meetings
Retired teacher to work as a certificated tutor working with bubble kids	Counselors	
ELPAC results		
Grades D and F monitoring		
RFEP monitoring forms		
DATA chats with ACs		

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

Math -

Class size reduction through the grouping of 8 teachers vs. 6 in each core content.

Math AC's will be given PL around Solution Tree

SWUN math strategies will be taught and implemented in all math classes.

RTI-

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

Additional support

.2 additional period support for students

Specify enhanced services for EL students:

EL student will be supported through ELD strategies during the instructional day and during tutoring after school. The will attend EL summer school and be placed in an ELD AVID class.   Talk Moves will be focused through training from the ELD department using Talk Moves

Specify enhanced services for low-performing student groups:

African American students will have the additional support of a SST team created by Vice Principal, Academic Counselor, BSU advisor and A4 leadership advisor, 2024 identification, progress monitoring and activities/conferences designed to increase academic awareness and performance. Each grading period this SST team will work along the CF pivot team to identify areas of focus using a root cause analysis.   The 5x5 grid will be used to monitor and adjust supports. Jumpstart program prior to start of year will include all students with goal setting, academic supports, relationships and engagements.

- AA support teacher will monitor academic progress and provide instructional strategies to support instruction in core content area.
- Co-teachers will attend content AC meetings to gain further understanding and align rigor.
- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our students
- Our KCMS SST Team/Pivot Team (VP, AC, BSU, Co-teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Additional period to support student needs

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 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:

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 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 high 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 increase the number of ELD students in AVID classes to enrich vocabulary through literature, field trips and experiences using the ELD standards.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

IPG data

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

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

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

Celebrations and incentives

Specify enhanced services for EL students:

Kings Canyon will begin the work as a Lab school to incorporate Talk Moves for teachers and students. Close attention will be given to increasing student discourse for our EL students. Continued access to all components of core content areas, extra curricular and field trip, and incentives for meeting attendance, academic and language

Specify enhanced services for low-performing student groups:

As we work on redesignation our AA sub group will be identified and monitored using the Talk Moves strategies and AVID strategies taught by the ELD PL department. Jumpstart program prior to start of year will include all students with goal setting, academic supports, relationships and engagements.

acquisition goals. ELs will feel more connected due to RCA outreach to students and Parents.

- AA support teacher will monitor academic progress and provide instructional strategies to support instruction in core content area.
- Co-teachers will attend content AC meetings to gain further understanding and align rigor.
- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our students
- Our KCMS SST Team/Pivot Team (VP, AC, BSU, Co-teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.
- RCA will support student groups who need additional support/counseling

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. RCA will work with EL and other Low performing student group families to build relationships, school ties, provide support and help connect the school to student families.

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. EL Lab school training/PL to support language acquisition.

2019-2020 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			Teacher Subs Goal 1 and Goal 4	5,354.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Goal 1 and 4 Teacher Supplemental	10,849.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			student/classroom NO FOOD NO INCENTIVES	1,113.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology/Furniture G1A2	6,568.00
G1A1	Title 1 Basic	Instruction	Travel			All ACTIONS in Goal 1 & 4 TRAVEL/PL	11,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI Educational Elements and GIA2	10,756.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			*Other* : AVID Fees: FOR CURRICULUM, Don't remove funds	5,000.00
G1A1	Title 1 Basic	Other Pupil Services	Oth Cls-Supp			Tutors (AVID/Other needs) G1A2 and Goal 4	5,119.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs All Goals	5,884.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts All Goals Academic and SEL	41,103.00
G1A1	Sup & Conc	Instruction	Bks & Ref			books/contracts/site licensing	7,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			All Goals Supplies/Incentives	62,486.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			All Goals Technology	22,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel/PL	38,500.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copy Machine Lease	11,665.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			admin subs supports all goal	3,530.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	All Goal 1 Claudia Fonseca 1070921	15,275.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000		11,131.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			EL Lab school training/pl	7,232.00
G1A3	LCFF: EL	Instruction	Mat & Supp			EL Students Classroom/Instruction materials and supplies	2,607.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified supplemental contracts EL support Goal 4/Parent Involvement	3,121.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies for Parents	4,500.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000		44,529.00

$336,322.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	93.608 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

- Teacher involvement is up with the inclusion of site-wide teams. It has been effective.
- Student outreach through announcements has been great with video announcement and has been effective.
  Posters are created by student clubs and have raised interest in informational meetings,
- Rallies promoting clubs is not happening, but we did celebrate teams and some clubs through assemblies. Rallies are effective
- Parent outreach through monthly meetings and Coffe hours has increased parent involvement and is effective., Meetings with our Black/African American Parent Panel need to continue
- School messenger was used regularly and is effective.
- All paper notifications need to be available in different languages and are effective reminders.
- Marquee has been beneficial for informing parent/community with current happenings adding messages in other languages can be helpful for our Spanish/Hmong speaking parents who visit the campus.

On track to meet goal

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

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: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Since the writing of the 2018-2019 SPSA, we have decided to celebrate students for academics/athletics/community service/volunteering with our BLOCK KC Award.
- Field trips, like SHEK at RHS Performing Arts for the ELL/Drama students, creating new experiences

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Anything that you are adding for next year

- We will be adding more WEB trained teachers that can work with training students to keep students involved.
- We will be expanding our supports for BSU students for 2019. Through weekly checks and parent outreach/connections to their parents to keep student/parent/school connection.
- We will be celebrating student-athletes/club participant on a weekly basis "G2 Student of the Week"
- Teacher/student mentor luncheons/activities for unengaged students.(Poster card check-ins/Christmas Birthday gift card/T-shirts)

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	**2** ELAC:	**3** Staff:
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.	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. Parents would like for the school to address/and or focus on social issues like health issues/concerns.	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:

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

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

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

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

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

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

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

Using last years data as a baseline we will have Monthly/Quartley Campaigns that focus on character development.

1. Peer Mentoring Opportunities
2. Teacher/Student Opportunities

Owner(s):

Pat Lor - Academic Counselor

Telina Paz - SESS

Timeline:

on-going training for Restorative Practice with teachers and peers

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

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

1. Peer Mediation Opportunities. We will potentially see an increase or decrease for in student conflict
2. Individual opportunities

Owner(s):

VP, Academic Counselor, BSU Advisor and A4 Advisor

Timeline:

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

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

SERVICES TO STUDENTS:

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

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

Specify enhanced services for EL students:

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

- Clubs (KPOP,Folkloricio)
- Guest speakers
- Fieldrtrips(aquarium,zoo)

Specify enhanced services for low-performing student groups:

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

- AA support teacher will monitor academic progress and provide instructional strategies to support instruction in core content area.
- Co-teachers will attend content AC meetings to gain further understanding and align rigor.
- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our students
- Our KCMS SST Team/Pivot Team (VP, AC, BSU, Co-teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	90 %	0.215 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 8th Grade

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

On track to meet targets for this goal. Data does not reflect attendance for Goal 3.

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

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: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

No changes were made during this year to this Goal 3 Actions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Expansion on current actions for college tours and Career day at the school site. All changes will reside in Goal 3 with academic and cultural growth connected to Goals 1 and 4.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	**2** ELAC:	**3** Staff:
Parents like that students get to hear and learn from career professionalls. They asked for students to be exposed to better technology and training.	Concerned over tutoring and grade level mastery. Want students to visit colleges and high school events so they can make the best choices	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 read y 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. Guest speakers and student assemblies will be offered to support interpersonal relationships, healthy choices and goal setting for students.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Work with regional high school counselors/admin to support pathways	Teachers	Weekly
Khan Academy Monitoring	Administration	Monthly
PSAT Assessment Results	AC Lead	Quarterly grading periods
Student Surveys	Counselors	
SBAC scores in ELA and math	Librarian	
interim Assessment Results	Teachers	
Agenda monitoring Weekly ASB minutes		
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		

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

- Career Day: Students will be exposed to a variety of careers and learn the necessary steps to obtain such careers.
  - Supplemental contracts for Teachers to assist with the planning of Career Day event
  - Career Day correspondence that acknowledges professional.working experts in their field and their contribution to building a youthful workforce.
- 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
- AVID, 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.

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.

Specify enhanced services for low-performing student groups:

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

- AA support teacher will monitor academic progress and provide instructional strategies to support instruction in core content area.
- Co-teachers will attend content AC meetings to gain further understanding and align rigor.
- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our students
- Our KCMS SST Team/Pivot Team (VP, AC, BSU, Co-teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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

Parents are informed in a variety of communications, parent meetings, phone calls, behavior / academic

Describe Professional Learning related to this action:

To attain growth, professional learning will be offered through on-site and conference led opportunities. Our

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.

Accountable Communities will refine the RTI process for struggling and emerging students, teachers and admin will attend Solution Tree conferences, AVID, 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.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	14.705 %	17.212 %	2017-2018	15.212 %
Suspensions Per 100	27.447 %	20.094 %	2017-2018	19.094 %
Chronic Absenteeism (African American)		24.6 %	2017-2018	22.6 %
Suspension Rate (African American)		18.5 %	2017-2018	15.5 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

- SESS
- RCA
- Office assistance and aids
- School messengers home
- Admin tracking student absences and tardy numbers
- incentives for students who have great attendance
- Incentives for students who show growth
- Teachers/Adults who build positive relationships with students

Suspensions Per 100

28.4

Chronic Absenteeism (African American)

No actions in current plan for this student groups. Actions with targeted support will occur in 2019/20 plan.

Suspension Rate (African American)

No actions in current plan for this student groups. Actions with targeted support will occur in 2019/20 plan.

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

Chronic Absenteeism

- More home visits needed
- More calls home needed
- Counseling/Communication with students one on one and in group settings
- More talk about important of attendance
- More Safe and Civil and Restorative actions needed to build positive connections between adults and students and students to students at the school site

Suspensions Per 100

28.4

Chronic Absenteeism (African American)

- Lack of utilizing data to pinpoint areas of need
- Lack of cultural connectiveness at school
- Need to support staff with PL and cultural awareness
- Need more consistent parent outreach with families of this student group

Suspension Rate (African American)

- Lack of utilizing data to pinpoint areas of need
- Lack of cultural connectiveness at school
- Need to support staff with PL and cultural awareness
- Need more consistent parent outreach with families of this student group

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes. Expansion on current actions.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	**2** ELAC:	**3** Staff:
Question how are parents informed? How can we increase the EDUText program.	Parents want to know what structures exhist for students who are bullied and do not want to come to school	How can we go on-line and use technology to support students.

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 tarties, conference with students and communicate with parents, along with a newly created position of a HSL to work directly with the attendance team 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 participated 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

CWA will work with parents and students with home to school communication

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

CWA

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. Office subs to support budgeting through out the year, student registration, and family/community outreach.

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.

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. HSL will communicate with students in specific language needs to assure participation and involvement of students.

Specify enhanced services for low-performing student groups:

Targeted AA students who struggle with attendance will be identified using the equity and access / Pifot team and supported with RCA and CWA actions, including home to school communication and incentives. The SST team (VP, AC, BSU Advisor and A4 Advisor) will use the 5x5 grid to assure all student and their parents are engaged in the importance of attendance. Jumpstart program prior to start of year will include all students with goal setting, academic supports, relationships and engagements.

- AA support teacher will monitor academic progress and provide instructional strategies to support instruction in core content area.
- Co-teachers will attend content AC meetings to gain further understanding and align rigor.
- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our students
- Our KCMS SST Team/Pivot Team (VP, AC, BSU, Co-teacher) will monitor and support their sub-groups based upon findings through improvement science

- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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. HSL will work with parents, hold meetings and make home visits to build school to home communication and supports. 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, AVID, 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-esculate vs. facing a suspension. A re-engagement center will be created to address level 1 and 2 behaviors and support time in class. The transition room will be revamped to model a learning lab, students will have the opportunity to continue their instruction in a digital platform, when removed from a classroom. Student assemblies on health and kindness topics such as Vaping, Connect the Dots and goal setting will be offered quarterly

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

student surveys

grades

attendance

suspensions

participation in school activities

assignment completion

referrals

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

weekly referral data

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

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

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

Specify enhanced services for low-performing student groups:

FUSD A4 team alliance to offer supports to adults directly working with students. BSU, leadership trips and opportunities for students will be increased. Social Emotional grouping/counseling will be offered to targeted students using data from Equity and Access/ the Pivot Team, the 5x5 Grid, teacher recommendation and parent recommendation.

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:

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, AVID, 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.

2019-2020 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	Title 1 Basic	Parent Participation	Cls Sup-Ext			babysitters/translators--Parent Involvement	521.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			parental involvement (No Food/Incentives)	1,062.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sub			Office Subs/Parent involvement Sub for OM to support budget and pre-reg	1,495.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL	14,473.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			RCA/HSL Mileage Parental Involvement Attendance SEL	500.00
G4A2	Title 1 Basic	Parent Participation	Cons Svc/Oth			: Guest Speaker/ Parents and Students SEL	12,000.00
G4A2	Sup & Conc	Instruction	Direct Trans			Bus/field trips Goal 1 & 4	8,000.00
G4A2	Sup & Conc	Instruction	Direct-Maint			Maintenance	4,500.00
G4A2	Sup & Conc	Instruction	Direct-Graph			Student Supports/Incentives SEL	1,500.00

$44,051.00

05/02/2019

2019-2020 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			Teacher Subs Goal 1 and Goal 4	5,354.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Goal 1 and 4 Teacher Supplemental	10,849.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			student/classroom NO FOOD NO INCENTIVES	1,113.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology/Furniture G1A2	6,568.00
G1A1	Title 1 Basic	Instruction	Travel			All ACTIONS in Goal 1 & 4 TRAVEL/PL	11,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI Educational Elements and GIA2	10,756.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			*Other* : AVID Fees: FOR CURRICULUM, Don't remove funds	5,000.00
G1A1	Title 1 Basic	Other Pupil Services	Oth Cls-Supp			Tutors (AVID/Other needs) G1A2 and Goal 4	5,119.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs All Goals	5,884.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts All Goals Academic and SEL	41,103.00
G1A1	Sup & Conc	Instruction	Bks & Ref			books/contracts/site licensing	7,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			All Goals Supplies/Incentives	62,486.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			All Goals Technology	22,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel/PL	38,500.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copy Machine Lease	11,665.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			admin subs supports all goal	3,530.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	All Goal 1 Claudia Fonseca 1070921	15,275.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000		11,131.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			EL Lab school training/pl	7,232.00
G1A3	LCFF: EL	Instruction	Mat & Supp			EL Students Classroom/Instruction materials and supplies	2,607.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified supplemental contracts EL support Goal 4/Parent Involvement	3,121.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies for Parents	4,500.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000		44,529.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			babysitters/translators--Parent Involvement	521.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			parental involvement (No Food/Incentives)	1,062.00
G4A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sub			Office Subs/Parent involvement Sub for OM to support budget and pre-reg	1,495.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL	14,473.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			RCA/HSL Mileage Parental Involvement Attendance SEL	500.00
G4A2	Title 1 Basic	Parent Participation	Cons Svc/Oth			: Guest Speaker/ Parents and Students SEL	12,000.00
G4A2	Sup & Conc	Instruction	Direct Trans			Bus/field trips Goal 1 & 4	8,000.00
G4A2		Instruction	Direct Maint				

G4A2	Sup & Conc	Instruction	Direct-Maint	Maintenance	4,500.00
G4A2	Sup & Conc	Instruction	Direct-Graph	Student Supports/Incentives SEL	1,500.00

	$380,373.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$69,342.00
Sup & Conc	7090	$234,069.00
LCFF: EL	7091	$76,962.00
Grand Total		**$380,373.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$336,322.00
G4 - All students will stay in school on target to graduate	$44,051.00
Grand Total	**$380,373.00**

05/02/2019