

**Kings Canyon Middle**

10621666057327

Principal's Name: Edith Navarro

Principal's Signature:

A handwritten signature in black ink that reads "Edith Navarro". The signature is written in a cursive style with a large, stylized initial "E".

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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

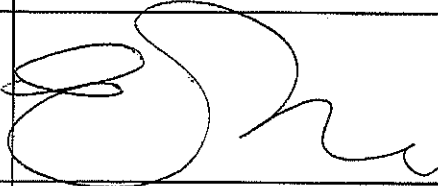

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family 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 School 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 – Rhonda Reinhardt</b>		X			
3. <b>Secretary – Jacquelin Moua</b>		X			
4. <b>Meng Ly</b>		X			
5. <b>Angelica Maciel</b>		X			
6. <b>Janie Ochoa</b>			X		
7. <b>Carmen Salazar</b>				X	
8. <b>Rochelle Cantu</b>				X	
9. <b>Daniel Mariscal</b>				X	
10. <b>Jordan Popps</b>			X		
11. <b>Darius Berkley</b>				X	
12. <b>Jacob Ruiz</b>				X	
13. <b>Ethan Ros</b>				X	
14. <b>Josiah Lacy</b>				X	
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 4/21/20_____.

**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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Edith Navarro		4-23-20
SSC Chairperson	Rhonda Reinhardt		4-23-20

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 2020/21

Kings Canyon - 0265

**ON-SITE ALLOCATION**

3010	Title I	\$81,990 *
7090	LCFF Supplemental & Concentration	\$224,820
7091	LCFF for English Learners	\$80,010
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$386,820</b>

\* 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	\$2,733
Remaining Title I funds are at the discretion of the School Site Council	\$79,257
Total Title I Allocation	\$81,990

## Kings Canyon Middle 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.47 %	32.139 %	2018-2019	39.139 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	24.963 %	20 %	2018-2019	27 %

**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 - ongoing and effective
- Strong first teach - continual professional learning needed work with LAB school
- 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 specific to LAB/MLD and PLI work- effective and timely
- Use of RTI strategies - need continual PLI

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

- Strong Collaborative PLT, common formative assessments, 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

**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 Hispanic students.

- The need for more individual student data - teams picked Target 10 and met/exceed students to monitor progress
- Need for scaffolds for specific student needs such as EL strategies, resource LAB school to specifically address EL learner needs and language acquisition.
- Need to Continue collaboration between ELA grade levels, elementary and secondary Need more intentional collaboration across content areas to develop language competencies Need to work through Regional Literacy to include secondary ILT and elementary vertical articulation.
- Continue work on what the 'Essential Standards' are, include District scope and sequence and test released information FIAB/IAB testing and question stems.
- 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 2020/2021 students and EL learners. tutoring through ASP and library tutoring

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

- Classroom management strategies, Safe and Civil/Restorative practices- effective
- Intentional Professional Development- effective Use of RTI strategies - intervention tutoring offered at lunch not as effective due to low student enrollment
- Planned tutoring - ASP tutoring still shows disconnect to instruction during the day.
- Tutor hired to pull from P.E. to use RTI program IReady- effective based on second IReady diagnostic demonstrating growth.

The need for more individual student data review

- Need for scaffolds for specific student needs
- Need to Continue collaboration between 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)
- 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 -
- Tutoring with SHS provided support Planned tutoring - SHS tutors and after school tutoring in library
- Extra tutoring for Language acquisition/test taking strategies - on going
- **SBAC ELA Distance from Level 3** (African American)
- Lack of utilizing data to pinpoint areas of need
- Lack of cultural connect 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 connectives at school Need to support staff with PL and cultural awareness

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

Based on 2019-2020 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, Site Showcase where we gave out tablets to all students through the district tablet program 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 classes and teachers engaged in the PLI program to meet all learners with a personalized plan.

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 continues to not be 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 math leads 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 continue to employ tutors to work with students on iReady in math and ELA. Students will be pulled from PE, because the master schedule allows 556 minutes of PE in 10 days vs. state requirement of 400. We will work to build a continuum between the ASP and instructional day, including tutoring sessions all students can drop into. Student tablets will be checked out and the method to do so will be streamlined to support at home learning. Our regional focus of literacy will continue to be strengthened with our feeder elementary classrooms.

**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:

Asked for ASP tutoring to be available for all students.  
Asked for continual technology updates along with technology skills for all students.  
Asked about class management and disruptions in the learning by students.  
Concerned over all students having a sense of safety and belonging.

**2** ELAC:

Parents continue to want more tutoring before and after school for students. They want to be communicated with about upcoming events. Parents want teachers to continually communicate with them about their child's progress.

**3** Staff:

Staff request continual time to plan lessons and meet as a PLT.  
Staff ask for current technology and better equipment for their students.  
Staff ask for social emotional learning PL for them and supports for struggling students.

## 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. The Literacy Team will expand to include more teachers who will then take leadership and ownership for the entire site in the professional development and commitments of our Professional Learning Teams. It is our belief to do this we need to invest in our teachers and tutors. We strive to provide the best instruction to each child. We will monitor and support all students 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. Students will be given in school and after school tutoring opportunities through several programs, BSU, ELD tutoring, library tutoring, etc.. For teachers, 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, Standards Plus, 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 and literacy walks 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. 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 such as MLD, LAB or planning days will include an 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 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,

Literacy Teams along with working side by side with current administrators and teachers. Teachers wanting to work on their admin credentials will be given opportunities for side by learning with site admin. Substitutes for teachers and admin will be provided to allow this work. Professional Learning Handbooks with lesson design, PLI, LAB and instructional resources will be printed through graphics (FUSD) to support PL on site.

**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

PSAT - Regional Focus

FIAB/IAB

IReady - monitoring

Common Formative Assessment Data Monitoring

IPG data/Literacy Team Observations - feedback TNTP

Grades

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

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 ILT with Literacy Focus

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

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

Evidence based intervention strategies such as: iReady, EL mentoring with SHS mentors, ASP tutoring, small group Kahn Academy and Springboard scaffolding.

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

AVD - 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:

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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. Evidence based interventions such as iReady, Swun Math, ASP tutoring

#### 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 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.

## Action 2

Title: Math

#### Action Details:

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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. Students will be given tutoring opportunities after and before school in math, with the EL tutoring, Hispanic tutoring in the library, BSU and through hired tutors to work with iReady pull outs from physical education classes. For teachers, 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

#### Specify enhanced services for low-performing student groups:

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African American students, Hispanic students and ELD students will have the additional support of multiple teams. African American students will have a SST team, school site team, created by Vice Principal, Academic Counselor, BSU advisor and A4 leadership advisor, 2025 identification, progress monitoring and activities/conferences designed to increase academic awareness and performance. Our Hispanic students will be involved with after school library tutoring which will include local high school students hired to work in small group with them. The EL students will continue to be supported in tutoring after school with tutoring through the EL program. 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.
- Teacher will monitor Hispanic and ELD tutoring programs, including grades, and assignment completion.
- Co-teachers will attend content AC meetings to gain further understanding and align rigor.
- School site team (counselor, VP, and teachers) will work 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.

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

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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.

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. Professional Learning Handbooks with lesson design, PLI, LAB and instructional resources will be printed through graphics (FUSD) to support PL on site.

**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

CFA data and reteach data

Interim data in Math

iReady/FIAB/IAB

Teachers identify Target 10 - case load to monitor

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):

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

Evidence based intervention strategies such as: iReady, EL mentoring with SHS mentors, ASP tutoring, small group Khan Academy and Springboard scaffolding.

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 and Unbound Ed,

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 student 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

#### 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.

### **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. Using the strategies of the FUSD LAB school work and the Sunnyside Region Literacy work. Multiple opportunities will be provided to support these bodies of work. Starting with, individual small group learning

#### Specify enhanced services for low-performing student groups:

African American, Hispanic and ELD students will have the additional support of a SST team created by Vice Principal, Academic Counselor, BSU, ELD advisor, Tutoring Director and A4 leadership advisor, 2025 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.
- Our KCMS SST 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 best practices
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Additional period to support student needs

#### 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.

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. One target action will be to increase the number of ELD students in AMD classes to enrich vocabulary through literature, field trips and experiences using the ELD standards. After school tutoring programs through ASP, the library tutoring funding and the Sunnyside High School ELD tutoring mentoring will be continued with specific actions to increase the enrollment and success of ELD 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**

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):**

Tiered systems of support have been and will continue to be developed, the criteria for each tier has been identified and students have been selected that meet that criteria. Site and team strategies and supports have been identified and will be monitored as next steps to assure all students are receiving needed supports. An example of Tier 1 would be all students are able to participate in tutoring after school, Tier 2 students who are still struggling are pulled for small group and given instruction, and Tier 3 students are monitored with an academic counselor, parents are engaged in decision making and student has alternative, or ample time, or extended time to learn and complete material. Evidence based intervention strategies such as: iReady, EL mentoring with SHS mentors, ASP tutoring, small group Kahn Academy and Springboard scaffolding. 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 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 acquisition goals. ELs will feel more connected due to RCA outreach to students and Parents.

**Specify enhanced services for low-performing student groups:**

As we work on redesignation our Hispanic sub group will be identified and monitored using the Talk Moves strategies and AMD 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.

- All teachers 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.

- School site team (counselor, VP, and teachers) will work 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 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 at need sub groups with cultural proficiency training.
- 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.

## 2020-2021 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			Substitutes - teachers goals 1-4	5,418.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts Goals 1-4	11,471.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Student/classroom NO FOOD or INCENTIVES	3,113.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	6,568.00
G1A1	Title 1 Basic	Instruction	Travel			All ACTIONS in Goal 1 through 4 Travel/PL	11,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute-Teachers All goals	5,944.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts all goals academic and SEL	41,597.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books/contracts/site licensing	7,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies and Incentives ALL goals	54,073.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology ALL goals	22,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copy Machine Lease/maintenance	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Substitute- administration support all goals	3,567.00
G1A2	Title 1 Basic	Other Pupil Services	Oth Cls-Supp			Tutors /AVID/iReady/other needs G1A1 and G1A2	36,823.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	support reduction in class size	19,139.00
G1A2	Sup & Conc	Instruction	Travel			Travel/ professional learning goals 1-4	35,437.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			LAB school training/pl	7,319.00
G1A3	LCFF: EL	Instruction	Mat & Supp			EL students classroom/instructional materials/ supplies	4,837.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified supplemental contracts EL support Goal 4/ parent involvement	3,159.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies Parents	2,307.00

**\$290,772.00**



**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 %	93.538 %	2018-2019	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**

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 are not happening, but we did celebrate teams and some clubs through assemblies. Rallies are effective
- Parent outreach through monthly meetings and Coffee 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.
- Showcase has been beneficial for informing parents/community with current happenings, adding messages in other languages can be helpful for our Spanish/Hmong speaking parents who visit the campus.

Progress made towards goal

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

**Goal 2 Participation Rate**

Goal 2 Participation Rate

1. more options for kids
2. more clubs and groups created by student needed,
3. 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 BLOCKKCAward.
- Field trips, like SHEK at RHSP 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 WEBtrained teachers that can work with training students to keep students involved. We will be expanding our supports for BSUstudents 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 participants 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:**

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 students to have many options in Athletics would like to 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. Communication in Spanish is necessary. 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.

**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 for 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 certified staff to students is a great opportunity to continue 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 KCMS through a Fall and Spring Club fair. Clubs will be promoted through advisory lessons, bulletin boards, morning announcements, lunchtime activities, and teacher support. Students will have a voice in choosing and creating clubs. 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. Student ownership is necessary and will presented through student-made videos, posters announcements, and bulletins. All KCMS students will have the opportunity to get involved with a variety of different activities that address growth in athletics, arts, and music. Encouragement will revolve around E-5 essential school-wide goals. All opportunities will allow students to practice polite behaviors in social situations, respect themselves and others, consider oneself as part of a global society, be tolerant of others, and care for others by sharing information that will help keep school a safe learning place.

**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**

1. Using the ATLAS Engagement tool we will monitor student engagement.
2. Data will drive all planning and interventions to meet our student needs.
3. Student Leadership teacher/class, WEB Teachers, Spirit Leaders will plan and implement weekly/monthly activities to improve engagement during the school day.
4. Participation data (sign-in and id verification) will be used to check progress on a quarterly basis with emphasis on effectiveness and participation as it relates to the campus culture
5. Student input will impact site efforts from quarter to quarter..

**Owner(s):**

- Administration- will provide insight for Goal 2 type activities based on student attendance data/ assessment data/Behavior data
- CC PLC-will create surveys to guide the level of student involvement and address interest needs. Provide communication with Peachjar( paper and digital) for 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 Check -Admini, PLC team
- Quarterly communication to Climate and Culture team.
- Club fairs- Quarterly
- Review Weekly Engagement Data

**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 participate 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 year's data as a baseline we will have Monthly/Quarterly Campaigns that focus on character development.

1. Peer Mentoring Opportunities
2. Teacher/Student Mentor Opportunities
3. Black History Month
4. Hispanic Heritage
5. Hmong New Years

**Owner(s):**

- Academic Counselor
- 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
- 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):**

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**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
- Diversity Celebrations
- Career Educational opportunities
- Teacher/Student Mentor partnerships
- Lunch and Afterschool Clubs
- Academic Competitions
- Cheerleading
- Athletics teams
- Intermural Sports
- Electives options
- Choir
- Band
- Student Conferences/Field trips (FASL/BSU/AMD/Science Day)
- Dances
- Rallies

**NEEDS:**

Supplemental contracts for teachers to support participation in any and all school-related efforts

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 student engagement (social and emotional)

Conferences, travel fees and substitute teachers to support teacher participation in engagement efforts.

Contracts for vendors that specialize in services that meet needs for improved participation

Supplemental contracts to provide tutoring before and after school.

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Specify enhanced services for EL students:

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Specify enhanced services for low-performing student groups:

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

- Clubs (KPOP, Folklorico, Spirit, Mathletes, Colorguard, AMD, JDA)
- Guest speakers
- Field trips (aquarium, zoo, train museum, local plays/)
- Language development with digital tools-Rosetta Stone

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

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- 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 students 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.

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.

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

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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	100 %	0 %	2018-2019	7 %

**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**

Students are able to attend various college trips on an elective basis, they attend career day classes and work with the AC to complete career cruising.

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

**Exposure to Careers - 8th Grade**

Students who did not turn in their permission slips to several career/educational events such as college trips or CTE day were unable to attend. We will have all students upon enrollment complete the required field trip forms to increase inclusion.

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

The intended actions were to give student more exposure to careers and the soft skills needed to be successful in their chosen career. Actions around self esteem, cultural awareness and work place conversations and conflict were put in place. Students were given several opportunities to be in space with guest speakers after assemblies to work on these. Careers are featured in advisory lessons and as a part of each elective class. The culmination is a career day that brings in over 40 guest speakers to work in small group vs a career fair type of structure. This allows students to choose who they listen to and to gain higher knowledge of that chosen career.

**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.

This next year we will consider increasing our career day to twice a year, where students are in both structures of a career/college day fair and the traditional career day where they are able to speak in a small group learning environment. The CCT is working on the language of our E5 - guidelines for student success to include wording that supports workplace competencies. Room 1 or an alternative room will have a dual function as a career center and drop in location for student to look up college and career opportunities.

**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:**

Parents like that students get to speak to actual professionals and ask to have more events like this.

**2 ELAC:**

ELAC parents want students to visit colleges and learn about local educational opportunities

**3 Staff:**

Staff express concern over students soft skills and manners wanting students to have more interaction with adults in the community.

### 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. Supplemental contracts for teachers to assist will be offered. At Kings Canyon we offer 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 customer service 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**

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 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 tutor to reinforce skills in ELA/math using iReady programing.

**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):**

- 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.

**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 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, 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	15.212 %	16.216 %	2018-2019	14.216 %
Suspensions Per 100	19.094 %	23.704 %	2018-2019	22.704 %

**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**

Incentives, individual student outreach, attendance recognition assemblies have benefited our students and maintained the suspension rate over the last two years. Although the RCA was meant to support attendance efforts as part of Action 1, the position developed as a school-wide support for Tier 1 social-emotional and behavior intervention that transitions the student back into the classroom.

**Suspensions Per 100**

**Suspensions**

Thinking of Action 2 Social-Emotional Support System, PL (admin and Climate and Culture team) around relationships and positive interactions supported teachers and students. Students were strategically placed with an advisory teacher to build relationships. Unity was supported by school color teams and colored T-shirts and school-wide challenges for the year, high student morale and ownership have a presence on the site.

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

**Chronic Absenteeism**

School to home communication needed (visits and phone calls)  
 Conferences between counselor and student one on one and in group settings  
 Conversations about importance of attendance  
 Safe and Civil and Restorative actions needed

**Suspensions Per 100**

Suspension Rate  
 Lack of cultural connectedness at school  
 Need for 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.

An 8 hour RCA minimized the out of classroom time for students.  
 A budget was designated for a HSL. We were unable to hire the HSL.

**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.

Prior to the beginning of the school year, The administration will actively seek to hire a Home School Liason  
The RCA will add an additional focus of supporting students to set goals (academic and behavior), utilization the Student Responsibility Center as a College and Carrer Inquiry zone.  
We will explore and implement alternatives for students who are suspended to bring down the suspension rate.

**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:

- Communication needs to be available in different languages
- Edutext, School messenger,
- 

**2** ELAC:

Parents want to know that structures exist for students who are bullied and do not want to come to school.  
Alternative for students that are out of school for suspendable offenses.

**3** Staff:

How can we go on-line and use technology to support students.

## Action 1

**Title:** Attendance

### Action Details:

Attendance Matters! Students will be encouraged to be to school daily and on time will our Attendance Matters campaign that is highlighted daily in announcements. To promote being on time and in-class the school will use monthly incentives and recognition. With district provided tools (School Messenger) parents are informed on an hourly basis of school monitoring and attendance. The HSL will monitor daily tardies, The HSL will work directly with parents 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. Counselors and Teacher Mentors will reach out and conference with students to communicate the importance of attendance and learning. Chronic students will receive bi-monthly progress reports and 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 incorporating Olweus, Safe and Civil and 2nd Step resources, site behavior guidelines E5 and Safe & Civil. Habitually tardy or chronic absence students will participated in an SST. Incentives for all students and classes will be offered based on the Atlas data collection system and Strides. We will also explore alternatives that will positively impact attendance for students who are suspended by looking at alternative day schedules as an intervention to decrease the consistent 13% suspension rate.

**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

- California school dashboard- Suspension rates
- SESS will review attendance data every six-weeks
- HSL will monitor attendance and tardies each day and use the district accountability system
- Participation in Advisory lessons and discipline assemblies
- SSC/ILT/Climate and Culture Team surveys/meeting minutes and agenda
- Teacher surveys
- Parent surveys
- LCAP data

Owner(s):

- SESS
- Administrative Team
- Leadership Team
- HSL/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 be given support through individual/group meetings with SESS. HSL/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 throughout 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:

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

1. Continued access to all components of core content areas with digital tools to help bridge the language and comprehension gap,
2. Extracurricular field trips to provide real-world experiences and connections to classroom learning
3. Incentives for meeting attendance, academic, and language acquisition goals. Incentives(assemblies/class prizes) to students with perfect attendance and improved attendance.
4. Teacher /Adult mentors will communicate with students in specific language needs to assure the participation and involvement of students. Check-ins on a bi-weekly basis. A message system for student needs and supports.
5. Library and Afterschool program tutorial services to support classroom instruction.
6. Peer-mentors to supplement the current peer mentor program with SHS.
7. Graphics to support good behavior and attendance
8. HSL/RCA/SESS/Counselors Materials/Supplies/Food/Incentives-including mileage for parent/community outreach

Specify enhanced services for low-performing student groups:

Targeted students who struggle with attendance will be identified using equity and access and supported by the HSL 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 the start of the year will include all students with goal setting, academic supports, relationships, and engagements.

- The teacher will monitor academic progress and provide instructional strategies to support instruction in the core content area.
- Co-teachers will attend content PLC meetings to gain further understanding and align rigor.
- School site teams will work together to complete a root cause analysis and determine the area of focus for best-supporting students
- The 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.
- RCA/SESS/Counselors Materials/Supplies/Food/Incentives-including mileage for parent/community outreach
- Engagement opportunities will be explored quarterly based on data sources and students will be encouraged and mentored by peers and teachers to build connections,

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

Parents communicate daily, weekly and monthly to support attendance and social-emotional development and strong teacher/student relationships..

Describe Professional Learning related to this action:

To attain growth, professional learning will be offered through on-site and conference led opportunities. Our Professional Learning Communities will refine the RTI process for struggling and emerging students, teachers

Meetings with SESS, RCA, Counselors and administrative team are conducted to build relationships and support student attendance. (Open registration/parent conferences (oct.nov), scheduled meetings, etc.)

The support plan will be communicated to teachers.

The HSL will work with parents, meet with parents and make home visits to build school to home communication and supports.

All Parents are invited to ELAC meeting/coffee hour meetings/achievement assemblies.

Informations around school efforts and student resignation, A-G requirements, tutoring expectations, Parent University and parent campus tours will be highlighted for parents regularly in newsletters/ school messenger/ showcase/ calendars.

Parent classes offered by experts and/or certified Teachers to support parents with CCSS math and ELA

Interpreters and Babysitters will be provided during parent meetings. and interpreters will be provided for Parent-Teacher conferences.

Food and beverages will be served to help promote involvement. Incentives will be given to families who participate.

Parent presentations on EDU Text, Atlas and school-related events/initiatives.

Motivational guest speakers (cost of travel, meals, services.

Graphics for Parent/Student engagement

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

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 personal ownership our site will utilize positive behavioral support interventions that emphasize cultural awareness. We will promote social-emotional development with school-wide campaigns, expert speakers, and student activities. RCA will be the first to help address Teir1 behavior interventions. All students will be assigned to an advisory/homeroom 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 include 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. 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,
  - Extracurricular and field trip
  - Incentives for meeting attendance, academic, and language acquisition goals.
1. Continued access to all components of core content areas with digital tools to help bridge the language and comprehension gap,
  2. Extracurricular field trips to provide real-world experiences and connections to classroom learning
  3. Incentives for meeting attendance, academic, and language acquisition goals.
  4. Teacher /Adult mentors will communicate with students in specific language needs to assure the participation and involvement of students. Check-ins on a bi-weekly basis. A message system for student needs and supports.
  5. Library and Afterschool program tutorial services to support classroom instruction.
  6. Peer-mentors to supplement the current peer mentor program with SHS.

**Specify enhanced services for low-performing student groups:**

With the Department of Prevention and Intervention- Peer Mentoring program we will support ELL's by providing individual peer to peer academic and social-emotional support. FUSD A4 team alliance will offer supports to adults directly working with students. Leadership trips and opportunities for both student groups 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 Professional Learning 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.

## 2020-2021 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			Babysittrs/translators -parent involvement	518.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement (No food/incentives)	2,079.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sub			Substitute/office support- budget/registration/parent involvement	1,487.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Parent/student support attendance	14,787.00
G4A1	LCFF: EL	Attendance & Social Work Services	Local Mileag			RCA/HSL mileage/parent involvement/attendance SEL	100.00
G4A2	Title 1 Basic	Parent Participation	Cons Svc/Oth			Guest Speaker on Vaping / bullying/motivation for parents : Guest speaker parents and students SEL	5,000.00
G4A2	Sup & Conc	Instruction	Direct Trans			Bus/field trips Goals 1 - 4	8,000.00
G4A2	Sup & Conc	Instruction	Direct-Maint			Maintenance	2,200.00
G4A2	Sup & Conc	Instruction	Direct-Graph			Student supports/incentives SEL	2,500.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000	Re-engagement Center	11,876.00
G4A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000	Re-engagement Center	47,501.00

**\$96,048.00**

## 2020-2021 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			Substitutes - teachers goals 1-4	5,418.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts Goals 1-4	11,471.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Student/classroom NO FOOD or INCENTIVES	3,113.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	6,568.00
G1A1	Title 1 Basic	Instruction	Travel			All ACTIONS in Goal 1 through 4 Travel/PL	11,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute-Teachers All goals	5,944.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts all goals academic and SEL	41,597.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books/contracts/site licensing	7,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies and Incentives ALL goals	54,073.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology ALL goals	22,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copy Machine Lease/maintenance	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Crt Supr-Sub			Substitute- administration support all goals	3,567.00
G1A2	Title 1 Basic	Other Pupil Services	Oth Cls-Supp			Tutors /AVID/iReady/other needs G1A1 and G1A2	36,823.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	support reduction in class size	19,139.00
G1A2	Sup & Conc	Instruction	Travel			Travel/ professional learning goals 1-4	35,437.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			LAB school training/pl	7,319.00
G1A3	LCFF: EL	Instruction	Mat & Supp			EL students classroom/instructional materials/ supplies	4,837.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified supplemental contracts EL support Goal 4/ parent involvement	3,159.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies Parents	2,307.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Babysittrs/translators -parent involvement	518.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement (No food/incentives)	2,079.00
G4A1	Sup & Conc	Instructional Supervision & Adm	Cl&Tech-Sub			Substitute/office support- budget/registration/parent involvement	1,487.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Parent/student support attendance	14,787.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			RCA/HSL mileage/parent involvement/attendance SEL	100.00
G4A2	Title 1 Basic	Parent Participation	Cons Svc/Oth			Guest Speaker on Vaping / bullying/motivation for parents : Guest speaker parents and students SEL	5,000.00
G4A2	Sup & Conc	Instruction	Direct Trans			Bus/field trips Goals 1 - 4	8,000.00
G4A2	Sup & Conc	Instruction	Direct-Maint			Maintenance	2,200.00
G4A2	Sup & Conc	Instruction	Direct-Graph			Student supports/incentives SEL	2,500.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000	Re-engagement Center	11,876.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000	Re-engagement Center	47,501.00



\$386,820.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$81,990.00
Sup & Conc	7090	\$224,820.00
LCFF: EL	7091	\$80,010.00
<b>Grand Total</b>		<b>\$386,820.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$290,772.00
G4 - All students will stay in school on target to graduate	\$96,048.00
<b>Grand Total</b>	<b>\$386,820.00</b>