

Kings Canyon Middle

10621666057327

Principal's Name: Richard Perez

Principal's Signature:

A handwritten signature in black ink, appearing to be 'R. Perez', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances


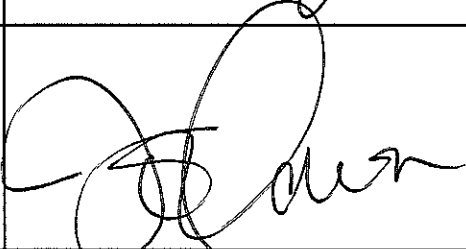
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Richard Perez	X				
2. Chairperson - Janie Ochoa			X		
3. Kevin Dueck		X			
4. Laura Matthews		X			
5. Jackie Moua		X			
6. Angelica Maciel		X			
7. Peter Garcia				X	
8. Yesenia Cruz				X	
9. Christopher Rosas				X	
10. Rochelle Cantu				X	
11. Christopher Rosas					
12. Jacquelyn Lopez					X
13. Emmalina Lopez					X
14. Bonita Souvannarath					X
15. Manuel Sandoval Gastelum					X

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

Required Signatures

School Name: Kings Canyon Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Richard Perez		4/12/21
SSC Chairperson	Janie Ochoa		4/12/21

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

Kings Canyon Middle 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		24.32 %	2020-2021	31.32 %
I-Ready Math D2 On Level		19.28 %	2020-2021	26.28 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

I-Ready data indicates that students continue to struggle in ELA. Implementation and effectiveness of current SPSA and budget include:

- Strong Collaborative PLC's, common formative assessments, data collection, and common planning – This is ongoing and effective
- Strong first teach – Continual PL is needed
- Use of adopted curriculum/GVC – Ongoing and effective
- Following standards, creation of essential standards – Must be revisited
- Classroom Management Strategies (Safe and Civil/Restorative Practices) – Effective
- Use of RTI strategies – Needed continual PL
- Regional literacy work continues and has expanded - Effective

I-Ready Math D2 On Level

I-Ready data indicates that students continue to struggle in Math. Implementation and effectiveness of current SPSA and budget include:

- Strong Collaborative PLC's, common formative assessments, data collection, and common planning – This is ongoing and effective
- Strong first teach – Continual PL is needed

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

I-Ready ELA D2 On Level

- The need for more individual student data.
- Need for scaffolds for specific student needs (i.e., EL strategies).
- Collaboration across contents is needed in order to develop language competencies.
- Continued vertical articulation through the Regional Literacy Team with feeders in needed.
- The need to insert more “check for understanding” and utilizing as common formative assessments to drive instruction, including cultural awareness in teaching strategies.
- Need for intentional, school wide planned RTI.
- Continued engagement strategies needed for Subgroups as well as additional tutoring opportunities.

I-Ready Math D2 On Level

- The need for more individual student data.
- Need for scaffolds for specific student needs (i.e., EL strategies).
- Collaboration across contents is needed in order to develop language competencies.
- Continued vertical articulation through the Regional Literacy Team with feeders in needed.
- The need to insert more “check for understanding” and utilizing as common formative assessments to drive instruction, including cultural awareness in teaching strategies.
- Need for intentional, school wide planned RTI.
- Continued engagement strategies needed for Subgroups as well as additional tutoring opportunities.

- Use of adopted curriculum/GVC – Ongoing and effective
- Following standards, creation of essential standards – Must be revisited
- Classroom Management Strategies (Safe and Civil/Restorative Practices) – Effective
- Use of RTI strategies – Needed continual PL

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Title 1 funding allocated to support parent involvement was not fully utilized due to distance learning. Nor were funds allocated for travel due to the pandemic. Funding was transferred (per SSC approval) to materials/supplies and technology in order to purchase materials to be utilized directly by students.

The following supports/services/resources were provided:

- Virtual Coffee Hours and parent learning opportunities (PIQE and Parent University).
- Technology was purchased to supplement classrooms with 1-2 back up devices now that we are a 1/1 site/district.
- Televisions were purchased to allow Teachers to project while simultaneous teaching.
- Supplemental contracts for EL tutoring which proved to be effective were provided for targeted ELPAC/I-Ready support

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Kings Canyon Middle School will continue to employ tutors to work with students on I-Ready in Math and ELA. The regional focus of Literacy will continue to be strengthened as opportunities for collaboration and vertical articulation continue to expand across the region.

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 would like the Expanded Learning/After School Program) to both continue and expand
- Parents requested continual technology updates
- Parents requested improved student devices
- Parents requested that each classroom have a few backup devices and chargers available for student use

2 ELAC:

- Parents requested for more EL tutoring before and after school for EL students.
- Parents requested personal phone calls as a primary method of communication for EL parents.
- Parents requested bi weekly progress reports for EL students.

3 Staff:

- Staff requests continuous time to lesson plan and meet as a PLC.
- Staff requests PL around Social Emotional Learning 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, After School Program 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, AMD, 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. Professional Learning will also consist of continual Regional Alignment team teaching and coaching. Professional Learning during the school days 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, Tech 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 side 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/CER's/CFAs: PLC's will calendar quarterly and utilize "Four Grounding Questions" document along with essential standards
IReady- monitoring
Common Formative Assessment Data Monitoring
IPG data/Literacy Team Observations
Grades
Quarterly data analysis protocol for CER and CFA
Bi-Weekly PLC focused data analysis on CFU
Shared excel sheet amongst ILT members to progress monitor
School wide and at the administrative level "Move the Needle" document to monitor progress for I-Ready, FIAB and IAB's for ELA and Mathematics
Data Chats with PLC's and PLC Leads regarding feedback, reflective conversations
Job Embedded Professional Learning Site Created
RTI reteach data by PLC
CFA- all contents with Literacy focus

Owner(s):

Admin Team
Academic Counselors
PLC Lead Teachers
PLI Lead Team
Safe and Civil Team
Teachers

Timeline:

Grades every six weeks
Interim Assessment Monitoring
Quarterly AC data protocols/calendaring
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 in ELA
Supplemental contracts provided to Certificated and Classified staff. Including, but not limited to tutoring, meetings, parent engagement, translation, and other student related items
AMD - training and tutors to work with students.
Increase in engagement strategies and structures to help all students talk moves
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:

Specify enhanced services for low-performing student groups:

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

African American students, Hispanic students and ELD students will have the additional support of multiple teams. African American students will have an SST team, school site team, created by Vice Principal, Academic Counselor, BSU advisor and A4 leadership advisor, progress monitoring and activities/conferences designed to increase academic awareness and performance. 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 PLC 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 and support areas of focus.

Action 2

Title: Math

Action Details:

Kings Canyon is committed to assuring ALL students continually make academic growth in Math. It is our belief to do this we need to invest 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, and through the After School Program. 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 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. 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/CER's/CFAs: PLC's will calendar quarterly and utilize "Four Grounding Questions" document along with essential standards

Quarterly data analysis protocol for CER and CFA

Bi-Weekly PLC focused data analysis on CFU

Shared excel sheet amongst ILT members to progress monitor

School wide at the administrative level "Move the Needle" doc to monitor progress for I-Ready, FIAB and IAB's for ELA and Mathematics

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

Quarterly Calendaring

Bi-Weekly and Quarterly progress 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 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 TEAMS calendars and tools 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

.4 Additional period support for students in order to provide more Math sections with smaller class sizes.

Specify enhanced services for EL students:

EL student will be supported through ELD strategies during the instructional day and during tutoring after school. Talk Moves will be focused through training from the ELD department/Lab School using Talk Moves.

Specify enhanced services for low-performing student groups:

African American, Hispanic and ELD students will have the additional support of an SST team created by Vice Principal, Academic Counselor, BSU, ELD advisor, Tutoring Director and A4 leadership advisor, 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 PLC 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

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 implementation in RTI classes and after school tutoring. 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 AVID 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 peer mentoring/tutoring will be continued with specific actions to increase the enrollment and success of ELD students.

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

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

Interim Assessment Monitoring Assessment for SBAC

iReady

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 - IPG feedback and specific feedback is given to teachers around implementation of that strategy along with look for those 5 strategies.

In partnership with lab school, we identify and monitor the 5 essential strategies that are focused and aligned to the Sunnyside region Literacy Project.

RFEP monitoring forms

Data chats with PLCs/Teachers regarding direct feedback, reflective conversations, PLC meetings, and collected task and assessment data

Materials/Supplies needed for student learning/social emotional growth

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

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 and 4s will be targeted for small group instruction and tutoring. EL 1s and 2s will be placed in an ELD course and will also be provided after school tutoring/support.

Celebrations and incentives

Specify enhanced services for EL students:

Kings Canyon will continue to work as a Lab school, incorporating 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 and HSL outreach to students and Parents.

Owner(s):

Admin Team

Teachers/Coaching GLA/ Academic Counselor- monitor grades, tutoring

ELAC

AC Lead Teachers

RCA-Attendance/Parent Involvement

HSL- Parent Involvement

Timeline:

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

Interim Assessment monitoring

iReady Monitoring

Specify enhanced services for low-performing student groups:

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

- All teachers will monitor academic progress and provide instructional strategies to support instruction in core content areas.
- Co-teachers will attend content PLC 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
- 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

2021-2022 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Teachers Goals 1-5 ** NO IEPS **	5,339.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts goals 1-5 ** NO IEPS **	11,259.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		27,406.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers - All Goals	5,857.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts - All goals Academic and SEL	40,827.00
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 -All Goals	3,515.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Technology for Students	16,880.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Support reduction of class sizes.	17,056.00
G1A2	Title 1 Basic	Other Pupil Services	Oth Cls-Supp			Tutors/AID/iReady/other needs G1A1 and G1A2	15,319.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Support reduction of class sizes.	17,056.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Technology for Student Learning	15,032.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Lab School Training/PL	7,183.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for English Learners	4,474.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified supplemental contracts EL support and Goal 5 Parent Involvement	3,170.00

\$283,446.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Students participated in Xello workshops, that allowed for career exploration, as well as attended virtual tours of college campuses with their Academic Counselors.

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

Student-centered real world learning experience - Site Defined

Due to the pandemic we were unable to bring guests to our campus for Career Day. Instead we partnered with SHS for their SPARK event, which consisted of a series of guest speakers brought to students virtually. Due virtual college tours and guest speaker events taking place at lunch time, participation was low.

Step 2: For the current year, 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 provide students with more exposure to careers and the soft skills needed to be successful in their chosen career. Actions around self esteem, cultural awareness and team building were put in place. Students were given opportunities to be in virtual space with guest speakers, and learned team building through Advisory lessons. The culminating Career Day event which is intended to bring in over 40 guest speakers to work with students in small groups and present career information was not offered.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Next year, we will bring back Career Day. If an in-person event is not an option, we will hold a virtual event. We will hold the event twice, both in the Fall and Spring. The Fall event will be a college/career fair that takes place outdoors. Various booths will be set up and students will be able to visit the different booths to briefly chat with professionals/gather information on college/careers. The Spring event will consist of the traditional Career Day event where students are able to select up to 3 careers of their choice and speak to professionals in a small group setting. The re-engagement center will serve a dual purpose and function as a Career Center. The Career Center will be a drop-in location where students can look up college and career opportunities. The Library will host monthly guest speakers and roundtable events at lunch time for students to learn about various careers.

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 request a collaboration between KCMS and community partners, that would allow community service and job shadow opportunities for students.
- Students request more professional guest speakers to visit the campus. Small scale events such as monthly lunch time Q&A's.

2 ELAC:

- ELAC parents request students to visit more colleges both local and throughout California, as well as visit CTE schools.

3 Staff:

- Staff requests to see resources allocated to study trips that specifically tie into the content students are learning in the classroom.
- Staff also requests more guest speakers and one time assemblies on topics such as the negative effects of vaping.

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. Students will also participate in and be provided multicultural experiences by way of multicultural fairs in celebration of Dia de Los Muertos, Black History Month, Hmong New Year, Cinco de Mayo etc. These events will headline a guest speaker or panel that will share real world learning experiences with students, with a focus on college and career readiness.

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

Clinical Social Worker

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.
- Xello Workshops: 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 student groups - African American students. Opportunities for inspirational adults that can better relate to diverse populations. Students in this student 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.

2021-2022 SPSA Budget Goal Subtotal

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

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Buses/Study Trips Goals 1-5	8,000.00

\$8,000.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		15.12 %	2020-2021	10.12 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Incentives, individual student outreach by way of TEAMS talk/chat, e-mail, phone calls, snail mail, and home visits made by VP and HSL along with recognition drive thru assemblies were utilized to support student attendance.

Suspensions students with 1 or more

Prior to the district moving to an Advisory Schedule students were placed in an Advisory class through PE. This allowed for increased relationship building with both students and PE Teachers. When the district as a whole returned to an Advisory schedule, students were strategically placed with an Advisory Teacher where they could continue to build positive relationships and receive increased support and SEL. Even in distance learning A positive climate and culture is present at the site which led to 0 suspensions.

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

Chronic Absenteeism

- Increased school to home communication is needed (home visits and phone calls).
- Increased confereces between Counselors and students. Both one on one and in small group settings.
- Increased conversations and campaigns around the importance of attendance.
- Increased Safe and Civil and Restorative actions needed.

Suspensions students with 1 or more

Site will continue with PL around cultural proficiency and continue working to improve students connectedness to staff and sense of belonging. The site will continue to create positive engagement opportunities for students. The Reengagement Center will continue to be utilized as a Tier 1 social emotional and behavior support/intervention that transitions students back into the classroom.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

A HSL was secured which supported attendance phone calls and increased communication with parents. However, due to the pandemic home visits were made a lower rate than needed/anticipated. The full time RCA was utilized to support communication with parents and assist with student and parent needs including tech support.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The site will continue to allot funds for both a HSL and RCA. The HSL will continue to support with attendance and parent communication. The RCA will add an additional focus of supporting students to set goals (academic and behavior). The Reengagement Center will also serve a dual purpose and serve as a Career Center where students can conduct research on various colleges and careers.

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/Students request continued opportunities for student engagement before/after school and at lunch time.
- Parents would like more after school club opportunities
- Students would like a larger variety of clubs
- Parents would like more competitions (Art contests, design contests etc.) that promote positive engagement
- Parents/Students would like more "family events" (i.e. Family Movie Night, Pumpkin carving etc.)

2 ELAC:

- Parents request multiple methods of communication (paper, messenger, text) but ask that the primary method for EL parents be personal phone calls.
- Parents request opportunities to be involved/volunteer on campus (NTA parent filled positions, chaperones for dances/events)

3 Staff:

- Staff requests that KCMS partner with community organizations in order to create opportunities for students to volunteer and possibly job shadow.
- Staff requested that Career Day occur 2xs per year
- Staff requests an increased number of clubs in order to increase student sense of belonging on campus
- Staff requests increased mentorship opportunities

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 3 activities. Students will be introduced to 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, social media, the school website, 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 be present 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 guidelines for success. 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 the needs of our students.
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 campus culture.
5. Student input will impact site efforts from quarter to quarter.
6. Pulse checks will be conducted to gauge the SEL needs of students.

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.

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

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 a decrease in student conflict
2. Individual opportunities

Owner(s):

- Administration- will provide insight for Goal 2 type activities based on student attendance data/ assessment data/Behavior data
- Climate and Culture PLC- will create surveys to guide the level of student involvement and address interest needs. Provide communication through Peachjar (paper and digital) for activities including monthly calendars and images highlighting student projects.
- Teachers – advisory teachers will strive to develop positive, mentor-type relationships in order to better support students.

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.

Owner(s):

- Academic Counselors
- SESS

Owner(s):

- VP
- Academic Counselor
- BSU Advisor
- A4 Advisor

Timeline:

- Weekly Data Check -Admin, PLC team
- Quarterly communication with Climate and Culture team.
- Club fairs- Quarterly
- Review Weekly Engagement Data

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.

Timeline:

On-going training for Restorative Practice with teachers and peers

Timeline:

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

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

SERVICES TO STUDENTS:

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

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

Supplies and materials to help support students and staff involved in Goal 3 activities,

Incentives that support Goal 3 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.

Specify enhanced services for EL students:

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 trip s(aquarium, zoo, train museum, local plays)
- Language development with digital tools-Rosetta Stone

Specify enhanced services for low-performing student groups:

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

- AA support teacher will monitor academic progress and provide instructional strategies to support instruction in core content area.
- Co-teachers will attend content PLC 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 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.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Action 2

Title: Attendance

Action Details:

Attendance Matters! Students will be encouraged to attend school daily and arrive on time. The Attendance Matters campaign will be 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/EduText) 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 continue use of the Reengagement Center to positively impact attendance for students who are in need of a temporary alternative days schedule.

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

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

- California school dashboard- Suspension rates
- 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
- Will utilize Chronic Absenteeism PBI and ATLAS reports to help support with identification of student group trends.
- Climate and Culture Team (CCT) will review schoolwide absence data regularly and take action based on data.

Owner(s):

- Administrative Team
- Leadership Team
- HSL/RCA
- Teachers
- Staff
- Climate and Culture Team

Timeline:

- Monitoring periods
- Grading periods
- Quarterly awards
- Semester Awards assembly
- Monthly celebrations

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. HSL will conduct home visits for the students who have been flagged as Chronic for absenteeism. Home visit logs will help create trust and rapport with our families and students (Tier 2) Tier 3 supports are offered with the Clinical Social Worker for severe cases of absenteeism. Students will meet with the Clinical Social Worker 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 Clinical Social Worker 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) for 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/Clinical Social Worker Academic Counselors Materials/Supplies/
9. 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, 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 students
- Our KCMS SST Team/Pivot Team (VP, AC, BSU, Co-teacher) will monitor and support their student-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/Clinical Social Worker/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.

Action 3

Title: Social Emotional Supports

Action Details:

To keep suspensions low, reduce detentions, adverse classroom behaviors and develop a feeling of community and personal ownership our site will continue to 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 Teir 1 behavior interventions. All students will be assigned to an advisory/homeroom class and participate in team-building exercises and class circles 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- student surveys
- grades
- attendance
- suspensions
- participation in school activities
- assignment completion
- referrals
- Comprehensive School Performance PBI, Panorama and ATLAS reports to help support with identification of student group trends

Owner(s):

Clinical Social Worker
RCA
Administrative Team
Leadership Team
Campus Culture
Teachers
Climate and Culture 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.
- 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.
- Library and Afterschool program tutorial services to support classroom instruction.
- 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, and Team Alliance will offer support to adults directly working with students. Leadership trips and opportunities for all student groups will be increased. Social-Emotional group and individual counseling will be offered to targeted students using data from Equity and Access/POWER Bi, the 5x5 Grid, teacher recommendation, and parent recommendation.

2021-2022 SPSA Budget Goal Subtotal

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

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sub			Substitute/Office support -Budget/Registration/Parent Involvement	1,492.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Parent/Student Support Attendance.	15,328.00
G3A2	LCFF: EL	Attendance & Social Work Services	Local Mileage			HSL Mileage	100.00
G3A3	Title 1 Basic	Parent Participation	Cons Svc/Oth			To Be Determined : Guest Speakers for Parents Students - Bullying/Motivation/SEL	5,000.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Maintenance	2,200.00
G3A3	Sup & Conc	Instruction	Direct-Graph			Student Supports SEL	2,500.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000		12,147.00
G3A3	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000		48,591.00

\$87,358.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		75.18 %	2019-2020	85.18 %
Staff Goal - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Staff received PL around cultural proficiency as well as continued Lab School training/support. All Staff members were offered participation in a "Cultural Proficiency" book club which encouraged participants to extensively study the Cultural Proficiency textbook. ILT began to further explore cultural proficiency and formulate/discuss next steps for the site including grading policies and expanded PL opportunities.

Positivity campaigns led by the Climate and Culture Team led to increased positive interactions between Teachers and Students and Teachers and Parents evident in the 1400+ logged positive behaviors and 1300+ disbursed E5 tickets.

Staff Survey – Overall Positive in Belonging Domain

Currently all Staff members are part of a spirit team (Green, Silver or Black). The goal of spirit teams is to improve staff to staff relationships by promoting unity and a sense of belonging among ALL adults on campus. Spirit leads serve as mentors to new teachers on their teams and promote weekly staff engagement opportunities. Spirit leads also support Staff to Student relationships by hosting Staff and Student activities at lunch time including games and lawn chair lunch.

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

Staff Goal - Site Defined

Continued/Expanded PL is necessary and needed around cultural proficiency and Safe and Civil best practices, to continue positive relationships and Tier 1 behavior supports.

Site wide grading practices/policies need to be further developed.

Staff Survey – Overall Positive in Belonging Domain

Due to distance learning Staff did not have opportunities to be in physical space together, however each spirit team had a breakout channel in TEAMS where spirit leads posted motivational messages, team members shared success stories, tech tips, and members shared photos that highlighted them participating in dress up days throughout the year. EVERY staff member on campus participated at different points throughout the year. Planned in person lunch activities became "Virtual Games" at lunch time and lawn chair lunch became virtual "Lunch Bunch." Every staff member had an opportunity to join students on the Kings Canyon School Team at lunch time 2-3 times per week for different events. However, due to the events taking place at lunch time student participation was low.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

In the current SPSA site funds were set aside for travel and Substitute Teachers with the intention of offering expanded PL, conferences, and peer observation opportunities to Teachers/Staff. As a result of the pandemic, travel was halted, and conferences went virtual. Virtual conference opportunities were offered to Teachers and remaining funds were transferred (per SSC approval) to materials/supplies and technology lines in order to purchase supplies/materials to be utilized directly by students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The site will expand PL offerings and conference opportunities. All trainings/PL around Cultural Proficiency offered to Teachers will also be offered to ALL Classified Staff members. Due to the differing duty hours/schedules of classified Staff members virtual/recorded PL and meetings will be available.

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:

- Staff requests the continuation and expansion of PL around Cultural proficiency.
- Staff requests funds be allocated for travel in order to increase PL opportunities/offerings.

2 ELAC:

- ELAC requests Staff be given training on how to support most at risk/low performing students.
- Parents request more cultural fairs events and celebrations
- Parents request more opportunities to “get to know” their students Teachers.
- Parents request Parent/Teacher conferences (Fall and Spring)

3 Staff:

- Staff requests that hires be determined by an individual’s capability to work as a productive PLC member that believes in the school mission and understands the needs of the site and community.
- Staff requests a partnership with universities that may support the recruitment and retainment of staff members who reflect the diversity of our students and community.
- Staff requests the continuation and expansion of PL around Cultural proficiency.

Action 1

Title: Recruitment and Retention

Action Details:

Kings Canyon Middle School is committed to maintaining equity and to the recruitment and retention of staff members that meet the demographical needs of our site and community. In order to do so when seeking out new Staff members the site will ensure that interviews are conducted by diverse interview panels. Site Leaders and panelists will work together to ensure the most qualified hires are made and are also reflective of our community. In order to further recruit and retain staff members the site will increase Staff recognition by “tossing fish” at Staff meetings and highlighting a Teacher and Classified Employee each month. Staff will also continue to receive and expand on Cultural Proficiency PL and provide conference opportunities including Solution Tree, Schools to Watch, and Safe and Civil conferences. Cultural Proficiency PL will be offered to ALL Classified Employees. The site will expand on cultural proficiency as it relates to grading by collaborating and creating site wide grading norms. In an additional effort to retain staff, ALL staff members will continue to be assigned to a spirit team, where the goal is to create positive staff to staff relationships, which we believe will positively impact Staff to Student relationships. In an effort to retain and develop new Teachers, an Administrator, TSA, and Instructional coach will continue to provide monthly New Teacher Meetings/support and new teachers will be connected to their spirit lead and team for additional mentorship and support. In addition, all staff members will be given a voice through monthly forms check-ins and weekly check-ins/drop in hours with the Principal and Site Leaders.

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

- Staff Surveys
- Fall Spring Student Climate Culture Surveys
- Pulse Checks
- Grades (Progress Reports and Report Cards)
- Parent/Teacher Conferences
- Family Surveys

Owner(s):

- Administration
- PLC Leads
- Climate and Culture Team
- Spirit Leads
- Academic Counselors
- Clinical Social Worker

Timeline:

- Monthly PL Meetings
- Monthly ILT Meetings
- Weekly Spirit Challenges
- Monthly "Check Ins"

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:**
- Cultural Proficiency PL/Training
- Lab School Support/Training
- Lit Team Support
- Teach Team Support
- Additional, paid PLC time for planning an evaluating data
- **Student Centered and Real-World Learning:**
- Peer observation opportunities
- Substitutes for conferences and regional collaboration opportunities
- **Student Engagement:**
- Climate and Culture Team Support
- PL designed around Safe and Civil School practices
- Conference opportunities including Safe and Civil and Solution Tree
- Restorative Practice PL

Specify Professional Development or Staff Services to support EL students:

Kings Canyon will continue to work as a Lab School and continue to incorporate Talk Moves for teachers and students. Close attention will be given to increasing student discourse of EL students. Continued access to all components of core content areas including tutorial, extra-curricular and study trip opportunities will be provided. Students will be provided incentives for meeting attendance goals as well as language acquisition goals. EL students will also feel more connected due to targeted after school support with a contracted Teacher and monthly check-ins with the EL site Rep and Academic Counselor. The HSL will continue to assist Teachers with translation and parent communication as needed.

Specify Professional Development or Staff Services to support low-performing student groups:

- The Staff and site leaders will continue to receive PL around cultural proficiency, Restorative Practice and Safe and Civil Schools.
- RCA will support student groups who need additional support/counseling
- Clinical Social Worker will support the SEL needs of students
- Academic Counselors will provide guaranteed services to students including academic chats, SEL lessons, and goal setting and monitoring
- All students will have access to tutoring before/after school through contracted Teachers, the After School Program and tutor.com
- The Climate and Culture team will support Teachers with Tier 1 behaviors by creating Advisory lessons that highlight SEL, site wide norms and guidelines for success.

2021-2022 SPSA Budget Goal Subtotal

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

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Travel			Conferences for PL/ Safe and Civil, Schools to Watch, Solution Tree etc.	14,893.00
G4A1	Sup & Conc	Instruction	Travel			Travel PL Opportunities	30,687.00

\$45,580.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		94.86 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Coffee Hour was held virtually for parents, as were parent learning opportunities through PIQE and Parent University. The site hired a HSL to support with parent communication and attendance. The RCA also supported with parent communication and outreach. Parent/Teacher Conferences were offered and scheduled upon request. The site utilized multiple methods to communicate with parents including: mail, School Messenger, Remind App, Google Voice/text, email and Peachjar.

Parent Survey - Respected and welcomed

With the onboarding of a HSL and a full time RCA there was an increase in phone calls made to parents inviting them to virtual events such as SSC, ELAC and Coffee Hour. The HSL and RCA also support teachers with parent communication by way of translating. The front office and Library served as technology hubs where parents could schedule appointments to ask questions and troubleshoot student devices.

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

Family Goal - Site Defined

Parent/Teacher conferences were offered and scheduled upon request versus every student being provided an appointment. Coffee Hour (typically held in the morning) was offered weekly at 5PM for the first 3 months of school, then shifted to bi-weekly. Unfortunately, participation was low, however when the site shifted to Facebook live events a tremendous increase in participation was seen with 300+ views of live events.

Parent Survey - Respected and welcomed

94.86% of parents stated they feel welcome on campus, however the survey response rate was low. In order to have a correct representation of how our parents and community feel we will work to increase survey participation and response rate.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

In the current SPSA site funds were set aside for translation and babysitting services in order to increase parent participation at Coffee Hour and Parent University events. Due to all events being held virtually funds were transferred (per SSC approval) to materials/supplies and technology lines in order to purchase materials/supplies to be utilized directly by students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Title 1 funding is needed to support increased parent involvement and opportunities. To support parents and create opportunities for parents to get involved, the site is creating a Parent Engagement Center. The center will serve as a space parents can visit to receive information, ask questions or leave suggestions via a suggestion box. Computers and a printer will be specifically designated for parent use. The expected outcome is that parents will feel welcome, as well as have a method in which they can check and print their students' grades, as well as send emails to Teachers/Staff.

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.

<p>1 SSC:</p> <ul style="list-style-type: none"> • Parents request an increased number of "Coffee Hours" • Parents request increased opportunities to engage on campus (volunteer opportunities, family nights/events). • Parents request multiple methods of communication (Mail, Messenger, E-mail, etc.). • Parents request that a newsletter/calendar be sent home on a monthly basis so that they are aware of all events taking place. • Parents and Students request parent engagement "swag." They would like to see hats, t-shirts, coffee mugs bumper stickers etc. available to parents. 	<p>2 ELAC:</p> <ul style="list-style-type: none"> • Parents request multiple methods of communication (paper, messenger, text) but ask that the primary method for EL parents be personal phone calls. • Parents request opportunities to be involved/volunteer on campus (NTA parent filled positions, chaperones for dances/events) • Parents would like parent learning opportunities (Parent University, PIQE etc.) to expand and continue • Parents would appreciate a designated "parent space" on campus where they can check and print their students grades. 	<p>3 Staff:</p> <ul style="list-style-type: none"> • Staff (Teachers) request that parent be allowed to visit classrooms • Staff would like to see a site wide push for assignments where students are asked to engage with their families and/or community • Staff requests that in all meetings and newsletters a section always be devoted to "ways parents can support their student and our school" • Staff would like to see an increase in family events at the school site (i.e. KC Showcase, VAPA Night, Science Night) • Staff (Academic Counselors) would like to begin providing parent outreach at our feeders in order to build parent relationships • Staff would like to see an increase in "Parent Trainings" (i.e. TEAMS, Go Math, SORA, Spring Board etc.)
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Action 1

Title: Parent Engagement Center

Action Details:

Kings Canyon Middle School is committed to creating and maintaining a positive relationship/partnership with every parent of every student. To ensure parents, feel welcome on campus, we are designating a space on campus specifically for parents. The "Parent engagement Center" will serve many functions. It will serve as a space where parents can access resources (that will be purchased and designated for parent use) such as computers and a printer to check/print their student's grades, email Teachers etc. The center will also have information readily available for parents including KCMS news information, sports/club information and high school graduation and A-G requirement information. Parents will have an opportunity to ask question and leave suggestions via a suggestion box. The Parent Engagement Center will also include community resource information and opportunities to meet with various community organizations including Barrios Unidos, PATH, and Stone Soup. On a monthly basis, parent learning opportunities will take place in the Parent Engagement Center. Opportunities will include Coffee Hours, "Check in with the Principal" and "Chat With Your Students' Academic Counselor." Supplemental contracts will be provided to Teachers in order for them to provide Parent trainings on various topics and programs (i.e., TEAMS, SORA Springboard, Tutor.com, Go Math, etc.).

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

- Parent/Teacher Conference Data/Participation
- Parent Engagement Center Visitation Log
- Monthly Parent Learning Attendance and feedback (Coffee Hour, Parent Nights, Parent University, etc.)
- Survey Data collected at events
- Parent/Family Surveys

Owner(s):

Site Administrators

RCA

HSL

Academic Counselors

Clinical Social Worker

Teachers

Timeline:

Monthly - (Check in's and event participation)

Daily/Weekly - via sign in log

Parent/Family Survey - Spring

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:**
- Before/After School tutoring via the After School Program, Teachers who will be paid via supplemental contract and tutor.com
- Parents will have access to the "Parent Engagement Center" where they can access/print student grades
- Parent/Teacher conferences will be held in the Fall and Spring
- Opportunities to meet with their students Academic Counselor will be provided
- Teachers will provide parent learning opportunities designed to teach parents how support their students on various technology platforms and in core content classes
- **Student Centered and Real-World Learning:**
- Access to resources around high school graduation and A-G requirements as well as college and trade/vocational school information.
- Study trips/college visits provided to students
- Conferences offered to parents (i.e. Fresno State Feria)
- **Student Engagement:**
- Parents will be provided increased opportunities to engage in their students learning through the Parent Engagement Center
- Parent "swag" will be available in the form of bumper stickers, coffee mugs, hats, t-shirts etc.
- Increased communication will occur by way of monthly new letters, School Messenger, email, EduText, Remind App, personal phone calls.

Specify Direct Service and Opportunities for parents and families to support EL students:

All parents are invited to attend ELAC and Coffee Hour meetings to discuss redesignation and tutoring opportunities. EL students will be provided additional support from a credentialed Teacher. Supplemental contracts will be utilized in order to ensure students develop literacy skills that will help them pass the ELPAC. EL Students will also be provided targeted i-Ready support. In addition, KCMS has partnered with PIQE to provide parents with a series of classes designed to help parents support their EL students. EL 1's and 2's will be placed in and ELD course, while 3's and 4's will be offered after school tutoring. All EL Students will have a monthly check in with the EL site rep and Academic Counselors.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Students will have access to tutoring before/after school. Students in low performing subgroups will receive targeted support in area/s of need (Math, Literacy, Science, Social Science) as well as the following services:

- Academic Counselor will monitor grades and conduct monthly check ins to provide strategies and support to students and parents
- SST's will be conducted
- SEL support will be offered/provided by the Clinical Social Worker
- Students will be assigned a mentor
- Students/Parents will be offered small group support sessions provided by Academic Counselors that will focus on organization, goal setting etc.

2021-2022 SPSA Budget Goal Subtotal

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

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Babysitters/Transloators/Parent involvement	519.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (No food/Incentives)	2,079.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Materials and Supplies	2,307.00

\$4,905.00

2021-2022 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Teachers Goals 1-5 ** NO IEPS **	5,339.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts goals 1-5 ** NO IEPS **	11,259.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		27,406.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers - All Goals	5,857.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts - All goals Academic and SEL	40,827.00
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 -All Goals	3,515.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Technology for Students	16,880.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Support reduction of class sizes.	17,056.00
G1A2	Title 1 Basic	Other Pupil Services	Oth Cls-Supp			Tutors/AID/iReady/other needs G1A1 and G1A2	15,319.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Support reduction of class sizes.	17,056.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Technology for Student Learning	15,032.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Lab School Training/PL	7,183.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for English Learners	4,474.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified supplemental contracts EL support and Goal 5 Parent Involvement	3,170.00
G2A1	Sup & Conc	Instruction	Direct Trans			Buses/Study Trips Goals 1-5	8,000.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sub			Substitute/Office support -Budget/Registration/Parent Involvement	1,492.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Parent/Student Support Attendance.	15,328.00
G3A2	LCFF: EL	Attendance & Social Work Services	Local Mileag			HSL Mileage	100.00
G3A3	Title 1 Basic	Parent Participation	Cons Svc/Oth			To Be Determined : Guest Speakers for Parents Students - Bullying/Motivation/SEL	5,000.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Maintenance	2,200.00
G3A3	Sup & Conc	Instruction	Direct-Graph			Student Supports SEL	2,500.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000		12,147.00
G3A3	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000		48,591.00
G4A1	Title 1 Basic	Instruction	Travel			Conferences for PL/ Safe and Civil, Schools to Watch, Solution Tree etc.	14,893.00
G4A1	Sup & Conc	Instruction	Travel			Travel PL Opportunities	30,687.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Babysitters/Transloators/Parent involvement	519.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (No food/Incentives)	2,079.00

G5A1	LCFF: EL	Parent Participation	Mat & Supp	Parent Materials and Supplies	2,307.00
					\$429,289.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$86,496.00
Sup & Conc	7090	\$244,760.00
LCFF: EL	7091	\$81,153.00
One-Time School	7099	\$16,880.00
Grand Total		\$429,289.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$283,446.00
G2 - Expand student-centered and real-world learning experiences	\$8,000.00
G3 - Increase student engagement in their school and community	\$87,358.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$45,580.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,905.00
Grand Total	\$429,289.00