

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **KNOX MIDDLE SCHOOL**

**2022-23**

37-68338-0124115  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Potter, Heather

**Contact Person:** Potter, Heather

**Position:** Principal

**Telephone Number:** 619/344-5500;

**Address:** 1098 S 49th St, Knox Middle, San Diego, CA, 92113-3570,

**E-mail Address:** hpotter@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: *October 25, 2022***

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Knox Middle PHONE: 619-344-5500  
FAX: \_\_\_\_\_

SITE CONTACT PERSON: Heather Potter E-MAIL ADDRESS: hpotter@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP)       CSI School       ATSI School

The School Site Council (SSC) recommends this school’s site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)  | Date of presentation: _____          |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC)                                | Date of presentation: _____          |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)                                  | Date of presentation: <u>none</u>    |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: <u>10/5/22</u> |
| <input type="checkbox"/> Other (list): SPSA send to all Knox English Learner parents to solicit input before SSC approval | Date of presentation: <u>9/26/22</u> |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/29/22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Heather Potter  
Type/Print Name of School Principal

[Signature] 9/29/22  
Signature of School Principal / Date

Melanie Grosso  
Type/Print Name of SSC Chairperson

[Signature] 10/3/22  
Signature of SSC Chairperson / Date

\_\_\_\_\_  
Type/Print Name of ELAC Representative

Bruce Bivins  
Type/Print Name of Area Superintendent

\_\_\_\_\_  
Signature of ELAC Representative / Date

[Signature] 10/5/22  
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures  
Strategic Planning for Student Achievement Department

**October 7th 2022**

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## **SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**

### **PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I School wide Program School as well as a Comprehensive Support and Intervention Plan.

The mission of Knox is to ensure that our students are prepared to become independent, life-long learners, who will, regardless of their environmental situation, grow academically, culturally, and socially, becoming positive contributing members of our local and global society. Knox students will have the skills and qualifications to attend college and/or successfully transition into a positive career.

### **PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

- At Knox Middle School, we have a positive learning environment that holds students to high expectations. In order to support our students, we implement many programs and partnerships to support students:
- Student Support Request (SSR) form accessible to all students via their 1:1 student netbooks
- School-wide Restorative Practices Model, which includes: Student facilitated community circles in Advisory, lunch circles, and ongoing Restorative circles.
- Restorative Practices Coordinator on site as well as 2 full time counselors
- Weekly student community circles
- Partnerships with: FANCY, Boys to Men, UPAC, Elevo, Manhood ABC, Girls Inc.
- ASB organized events and pep rallies
- Equity team that meets Monthly
- Marzano 1 team focused on Safe, Positive School Culture
- All students have a morning Advisory class focused on SEL and community building
- Parent center with monthly workshops sponsored by PIQUE
- Student Circle Leaders
- LGBTQIA club
- Co-teaching model in ELA/Math
- Bulldog Buddies
- Additional Learning Supports-
- SSR form online

- Advisory SEL focused daily activities
- SEL assemblies on Zoom
- Brag Tag celebrations of achievement
- Community Circles
- Grade level websites
- Parent Website

LCAP Goal 2: Access to broad and challenging curriculum.

- At Knox Middle School, we maximize our instructional program by:
  - Offering ELD/Lit Academy to all 6th grade students as a second core English course
  - Offering ELD for all English Learners as core
  - A Saturday School program for homework support (onsite)
  - Offering a focused morning Advisory program that is centered around goal setting, SEL curriculum, academic reflection.
  - Strong co-teaching model in ELA and Math
  - Professional Learning Communities that meet 3 times a month by Department. PLCs align in their GVC and will focus their collaboration the PLC process and DuFour's 4 PLC questions.
  - Implementing Marzano Level 2 Instructional Framework across all Knox classrooms that is focused and grounded in the CSTPs.
  - Ongoing coaching and communication through the use of Bullseye and the E3 Growth and Development process for all Certificated Staff.
  - QTPs (Quality Teaching Practices) are used as part of the Knox Instructional Framework to support high-quality lesson design and implementation
  - Site-wide multilingual learner strategies are used to support accessibility to core content
  - Implementing a common GVC -Critical Concepts-across all Knox classrooms
  - Site developed YAGs (Year at a Glance) to ensure that instructional time is spent on the prioritized standards and is equal across all classroom.
  - Common assessments and pacing guides-Year at a Glance
  - Dual language pathway in History courses in grades 6,7,8
  - Ongoing Professional Development for Knox Paraprofessional Staff, with ongoing and increased time in Knox classrooms.
  - School-wide focus on literacy development through the use of Achieve 3000 and Read Naturally.
- Additional Online Learning Supports-
  - Digital curriculum (Amplify, Benchmark Online, etc).
  - ST math and Achieve 3000 online support programs
  - Technology tools for scaffolding and assessment (Desmos, Screencasting, Pear Deck, Mentimeter, Google Suite, Polls, etc.)

LCAP Goal 3: Accelerating Student Learning with High Expectations for All

- At Knox Middle School, we close the Achievement Gap by:
  - Offering ELD or Lit Academy to all 6th grade students to support language acquisition (2 hrs of ELA for all 6th graders)
  - Small Advisory groups meet daily. Students with disabilities with their case managers.

- Step-up to Math as a 6th, 7th and 8th grade elective
- A Saturday School program for homework support
- Offering a focused morning Advisory program that is centered around SEL, Restorative Practices, Goal Setting and Academic reflection and celebration
- Strong co-teaching model in ELA and Math
- After school tutoring with access to late bus (on site)
- Paraprofessional support in ELD, History and Science
- Access to new and relevant reading materials in our Knox library. Students with monthly library visits through ELA courses.
- Access to Achieve 3000 and Read Naturally for an hour of focused literacy on Thursday mornings.
- Progress reports sent home to support parent communication
- Heterogeneous strategic groupings in all classrooms to support peer collaboration and small group instruction.
- On-site EL coaching with Resource Teacher from OLA.
- All 6th grade students have 1 elective along with 2 hrs of ELA/ELD.
- All students have a 1:1 device to take home.
- Categorical funded 1.0 Teaching positions to lower class size and add intervention into the master schedule.
- Additional Online Learning Supports-
- Digital curriculum with scaffolds
- Organized grade-level websites for students to keep track of notices and due dates
- Email access for all students

#### LCAP Goal 4: Quality Leadership, Teaching and Learning

- At Knox Middle School, we maximize quality leadership, teaching and learning by:
- Knox has a partnership with Marzano as part of our CSI program improvement process
- 1:1 coaching with Knox Admin and Marzano Coach
- Coaching with Marzano Task Force teams and Marzano Coach bi-month
- Marzano Level 1,2,3 teams that meet regularly
- Committees to support school-wide initiatives and shared leadership
- Grade-level Teams focused on common instructional strategies across all classroom (horizontal alignment)
- PLC teams that meet weekly
- Parent conferences
- TSR (Teacher Support Request) Form for teachers to request support in their classrooms
- Action Research Teams focused on Assessment Practices
- Ongoing coaching and feedback with Bullseye and the E3 Growth and Development Process
- Knox Instructional Framework grounded in the CSTP's.
- Regular instructional walkthroughs with feedback and coaching with Bullseye



- Using data to drive instruction: FAST, Lexile, LOTE, Youth Truth Survey, CHKS, Marzano Survey, site-based assessments
- Ongoing instructional support training for paraprofessionals
- Peer observations and lesson study
- Ongoing coaching with OLA resource teacher
- School-wide goal setting (PLCs set instructional goals for SPSA)
- Certificated staff set goals for their personal instructional practice and outline support they would like to grow in that goal.
- Scope and sequence developed and centered around the Critical Concepts
- Ongoing instructional improvement through the PLC process (DuFour's 4 questions, as outlined in the Knox PLC process template)
- PLCs using data to drive instruction and the development of common assessments

-Additional Online Learning Supports-

- Professional Learning Journals for all certificated staff and paras

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

- At Knox Middle School, we have engaged parents in our parent community in many ways. We provide many opportunities for parents to be involved with their child's education. We offer parents to be involved by:

- Monthly parent community circles
- Monthly parent workshops sponsored by PIQUE
- Membership on School Site Council
- Membership on ELAC
- Student-led conferences (Spring)
- Membership on the Site Governance Team
- Open House
- Zoom 6th Grade Orientation for parents
- Monthly newsletter online-School and Cluster
- SST, IEP, and parent meetings-with Zoom option
- Staff also conduct frequent home visits to make connections with our parents.
- School Messenger calls and emails
- Social Media-Instagram
- Parent site-Google
- Parent input: Youth Truth Survey, Google Forms, CHKS Survey, etc.
- Access to Power School to monitor grades and attendance
- Community Events: MLK March, Turkey Drive, STEM Week Virtual Classroom Zooms, Student-led Conferences, Back to School Night, Musical Theatre Performances, Music Program Performances, etc.

**ENGAGING EDUCATIONAL PARTNERS**

The Knox SSC met on 9/22/21 to review and give input and to approve the SPSA. The Knox ELAC also met on \_\_\_\_\_ to give input and approval. Additional meetings are 6/13/22 (CSI budget approved in SSC) and 2/16/22 (SSC where we voted on the 22-23 budget).

**RESOURCE INEQUITIES**

Knox Middle School has been identified as a CSI School. Our 2022 CAASPP scores in Math, show that our students are 8% Proficient in Math and 27% Proficient in ELA. We will also be using alternate measures such as FAST, Demi, ELPAC and Lexile levels to continue to monitor progress for our students. Knox has a significant turnover in teaching staff each year with 9-12 teachers being new to the site, and many new to the teaching profession. During the 22-23 school year, we are bringing on 10 new teachers to the Knox team. Our student population at Knox is supported in many ways. We employ a strong co-teaching model to support our students with IEPs. Additionally, approximately 50% of the student population are English Learners. Since many teachers are new to teaching, continued professional development is critical to supporting strategies for language acquisition. Knox teachers consistently apply MLL (multilingual learner strategies) and Quality Teaching Practices to engage all learners.

Our categorical funding has allowed us to offer additional professional development to teachers in the form of release days for PLCs, subs for PD, tutoring, as well as a district provided EL resource teacher. CSI has enabled Knox to purchase partnerships with many organizations to support Social Emotional Development as well as interventions to improve attendance. Knox continues to dedicate funds to providing academic and social emotional support to our students.

As part of our CSI program, Knox is a year Marzano partnership school. During the 20-21 school year, Knox was certified in Marzano Level 1 and Level 2. Knox is on track to Certify Level 3 Marzano (GVC) in December of 2022. We will then continue our Level 4 Marzano work (Standards-based grading) in the Spring of 2023.

With the continuation of 1:1 computers, we have dedicated funds to additional online support programs, and additional teaching staff to lower class size (teaching FTE in categorical budgets). In addition, we have supported student achievement through additional hourly time for classified support staff to connect with parents to improve attendance, and for our paraprofessional staff to have additional time in our classrooms.



**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Heather Potter	Principal
Azar Robles	Classroom Teacher
Kasey Loucks	Classroom Teacher
Michelle Hesse	Classroom Teacher
Melanie Grosso	Classroom Teacher
Lori Cruz	Other School Personnel-Head Counselor
Veronica Densey	Parent
Delilah Ramirez	Parent
Glenda Durst	Parent
A.L.M.	Student
J.L.	Student
M.O.	Student

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW****LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Knox has implemented many methods of celebrating student success and improved attendance, however, there still is a great need to improve the rate of chronic absenteeism for our school. During the 21-22 school year, our Saturday School program had a low enrollment due to COVID concerns and more time on campus. Students are frequently absent from school, which creates missed learning opportunities widening the achievement gap. In addition, many students missed 10 days at a time due to COVID or quarantine. This resulted in a 53% Chronic Absenteeism rates during 21-22. This is a dramatic increase from 2019 where 22.2 % of students were chronically absent. This school year, Knox will strengthen our Saturday School program, as well as the monitoring of student attendance through our SEL groups. The district is also supporting the SARB process with an additional resource teacher assigned to the Lincoln Cluster.

Knox has an onsite Advisory program specifically focused around SEL, celebrating student achievement, and a focus on the Knox Pillars, to support culture and climate. Through ongoing use of Restorative Practices, mentoring programs, and counseling and guidance groups, students had increased support on site as they returned to school after the pandemic.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Funding has been set aside for partnerships, attendance support to reconnect students and families to school. Funding was set aside for various partnerships, however due to logistics around contracts, some partnerships were delayed in their starting time with students.

**\*Changes**

Knox funds additional school counseling time to support connecting students, as well as funding for teachers to support outside activities such as our Brag Tag program to celebrate student success. In our CSI budget for 22-23, we have funded time for additional noon duty hourly to support our hallways to minimize student time outside of class and classroom disruptions in the hallway. Knox will also continue to have partnerships with outside agencies to support mentoring and SEL goals. The partnerships may change depending on services offered and availability.

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

**\*Identified Need**

The area in need was identified by using the Youth Truth survey, which has been administered at Knox for the last 5 years. This data collection tool allows us to measure the input from all grade-level students and compare trends year-to-year with a common measurement tool. The CA Dashboard has been used to measure suspension data since the 20-21 school year was online. Hoonuit data for June 2022 has been used to set attendance targets for the remainder of the school year, as the pandemic and quarantine have added new constraints to attendance.

On the California Dashboard (2019), Knox is in the orange in the following indicator: Suspension Rates. The overall school percentage is 9.4 % in 2019. The following subgroups are in the red: African Americans. We have made progress since 2018 as the following groups have moved out of the red zone: English Learners, Hispanic, Homeless, and Students with Disabilities.

Our Chronic Absenteeism rate for 21-22 according to Hoonuit was 53% with an overall school attendance rate of 86.55%. According to Hoonuit, our suspension rate for 21-22 was 4.5%.

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<b>*Goal 1 - Safe, Collaborative and Inclusive Culture</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	6-8	Increase degree to which students believe that their school fosters a culture of respect and fairness as measured by the Youth truth Survey	3.38	3.5	Other (Describe in Objective)	1 year	
June 2023	6-8	Will decrease chronic absenteeism 6/23 in Hoonuit	53%	23%	Chronic Absenteeism	1 year	
June 2023	6-8	Reduce Suspension Rates in Hoonuit	4.5%	3.5%	Suspension	1 year	
June 2023	6-8	Increase the degree students feel welcome at their school and have collaborative relationships with their classmates as measured by the Youth Truth Survey	3.44	3.6	Other (Describe in Objective)	1 year	
<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	6, 7 ,8	Black or African American	Will decrease suspension rate as measured on the CA dashboard	7.4%	5%	Suspension	yearly
June 2023	6,7,8	English Learner	Will decrease chronic absenteeism rate in Hoonuit	57%	35%	Chronic Absenteeism	yearly
June 2023	6.7.8	Students with Disabilities	Will decrease chronic absenteeism rate in Hoonuit	63%	35%	Chronic Absenteeism	yearly
June 2023	6,7,8	Hispanic or Latino	Will decrease chronic absenteeism rate in Hoonuit	58%	35%	Chronic Absenteeism	yearly

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June 2023	6,7,8	Socioeconomically Disadvantaged	Will decrease suspension rate as measured on the CA dashboard	4.2%	3%	Suspension	yearly
June 2023	6,7,8	Socioeconomically Disadvantaged	Will decrease chronic absenteeism rate in Hoonuit	54%	35%	Chronic Absenteeism	yearly
June 2023	6,7,8	Black or African American	Will decrease chronic absenteeism rate in Hoonuit	47%	35%	Chronic Absenteeism	yearly
June 2023	6,7,8	Students with Disabilities	Will decrease suspension rate as measured on the CA dashboard	11.5%	7%	Suspension	yearly
June 2023	6,7,8	English Learner	Will decrease suspension rate as measured on the CA dashboard	2.9%	5%	Suspension	yearly
June 2023	6.7.8	Hispanic or Latino	Will decrease suspension rate as measured on the CA dashboard	4.1%	3%	Suspension	Yearly

### Supporting Black Youth - Additional Goals

- ✓ 1. Knox's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Knox is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Knox's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Knox will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Knox will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Knox's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe,

- inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Knox will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
  - ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
  - ✓ 8. Knox will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

**All students at Knox will be supported through a Social Emotional Learning component in their daily Advisory as well as opportunities to engage with the Restorative Practices Model to support a safe and collaborative learning environment.**

Restorative Practices will be used as a model to support students in building community and in resolving conflict. Students will also use the site established SSR form to self-advocate for support in problem solving. All students will participate in weekly community circles and will have access to the Bulldog zone with their SSR form in each class. Our Knox morning Advisory program is focused on building connections, community and Social, Emotional Learning.

As a CSI school, we will partner with additional organizations to bring support to our students. The organizations will provide leadership and mentoring as well as intervention and counseling, such as Boys to Men. These partnerships help to foster connections to improve attendance and decrease suspensions. Knox has also modified our bell schedule to provide time for school-wide Movement Be creative writing assemblies. This is a time for the staff and students to learn, share and grow together.

Knox continues to implement the SSR form as well as Wednesday circles to support our students.

#### \*Strategy/Activity - Description

All students will have a positive experience on campus at school. This will be supported through connections to our support staff, as well as school-wide activities that support mentoring, fun and growing student leadership opportunities.

Students will reach out to trusted adults on campus and online using the SSR form for support when needed. Weekly community circles in all Advisory classrooms will help to support a positive school culture and climate. Mentoring and leadership groups will help to teach students proactive skills to resolve conflict with others. Our Knox ASB will create activities to help bring fun activities to campus, which include Advisory challenges, Pep rallies, Dances, etc. Our Knox Marzano 1 team along with our site committees will plan additional ways to celebrate student success and build community with new staff. A brag tag incentive system will motivate students to exhibit the positive characteristics that are part of the Bulldog Way and exemplify the Knox Pillars. The Knox teaching staff will all participate in Restorative Practices training, as well as have the option to participate in Trauma Informed



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Care training. Our partnerships through CSI will build on the number of students that are able to receive additional mentoring and SEL support. These mentoring groups include: TKF, ABC Manhood, FANCY, Boys to Men, Girls Inc. and our Knox Circle Leaders.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0296DL	Admission/Entry Tickets		\$1,000.00	\$1,000.00	0296-30100-00-5859-1000-1110-01000-0000	Title I Basic Program	[no data]		Tickets for off campus field trips to build community
N0296EU	Counselor Hrly		\$2,000.00	\$2,476.20	0296-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Additional time for counselors to meet with families before or after school (circles), home visits, night parent meetings to support student engagement and SEL.
N0296G0	Classroom Teacher Hrly		\$10,000.00	\$12,381.00	0296-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Teachers to work with students during lunch or their preps, support pushing into other classes for small group instruction.
N0296H7	Library Books		\$6,000.00	\$6,000.00	0296-30100-00-4201-1000-1110-01000-0000	Title I Basic Program	[no data]		Build library with culturally relevant reading materials to support all students
N0296LQ	Classroom PARAS Hrly		\$5,000.00	\$6,850.50	0296-30106-00-2151-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		paras to support aces and inclusion in classrooms
N0296LS	Counselor Hrly		\$5,000.00	\$6,190.50	0296-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		additional time for counselors to make home visits, support student orientation, connect with parents in night time zoom meetings, make phone calls home after hours.
N0296LT	Libry Media Tech OTBS Hly		\$10,000.00	\$13,701.00	0296-30100-00-2280-2420-0000-01000-0000	Title I Basic Program	[no data]		additional time for librarian to support 1:1 laptop program and book check out to support instruction and academic growth for all students

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N0296LU	Health Prsnl PARAS Hrly		\$1,000.00	\$1,370.10	0296-30100-00- 2286-3140- 0000-01000- 0000	Title I Basic Program	[no data]		health tech time to call parents around TDAP to support on time start of school for 7th graders
N0296LX	Contracted Svcs Less Than \$25K		\$10,000.00	\$10,000.00	0296-30100-00- 5853-1000- 1110-01000- 0000	Title I Basic Program	[no data]		funding for enrichment clubs and SEL support mentoring groups such as ABC Manhood, Girl Inc., FANCY, etc. with contracted services
N0296LY	Nurse Hrly		\$500.00	\$619.05	0296-30100-00- 1290-3140- 0000-01000- 0000	Title I Basic Program	[no data]		Additional time for nurse to connect with parents regarding health concerns and student absences from school
N0296M1	Interprogram Svcs/Field Trip		\$5,000.00	\$5,000.00	0296-30106-00- 5735-1000- 1110-01000- 0000	Title I Supplmnt Prog Imprvmt	[no data]		field trips to support instruction and positive school climate
N0296M4	Guidance/Attend Asst Hrly		\$5,000.00	\$6,850.50	0296-30106-00- 2454-3110- 0000-01000- 0000	Title I Supplmnt Prog Imprvmt	[no data]		Additional time for attendance calls for chronically absent students to promotion daily in school attendance
N0296MA	Guidance/Attend Asst Hrly		\$14,597.00	\$19,999.36	0296-31820-23- 2454-3130- 0000-01000- 0000	ESSA Schl Imp (CSI) Funding	[no data]		Attendance assistant time to make phone calls home
N0296MB	Contracted Svcs > \$25K		\$45,000.00	\$45,000.00	0296-31820-23- 5100-1000- 1110-01000- 0000	ESSA Schl Imp (CSI) Funding	[no data]		Funding for contracts such as Elevo, TKF, Boys to Men, etc. to support groups such as SEL groups, leadership groups, etc.
N0296ME	Retired Admin Hrly		\$2,919.00	\$3,614.02	0296-31820-23- 1386-2700- 0000-01000- 0000	ESSA Schl Imp (CSI) Funding	[no data]		Support safe campus, so current admin can be in classrooms supporting instruction
N0296MI	Noon Supervision		\$9,488.00	\$12,999.51	0296-31820-23- 2951-8300- 0000-01000- 0000	ESSA Schl Imp (CSI) Funding	[no data]		Noon duty to support lunch and passing period safety on campus

**\*Additional Supports for this Strategy/Activity**

Additional leadership groups and mentoring groups will partner with Knox to support a positive school culture and climate. Knox will staff a full time Restorative Practices Coordinator, as well as 2 full-time counselors. All 3 of these staff members will spend time working with students as a support. As part of CSI, Knox will partner with the following organizations (when on site): FANCY, Elevo, Boys to Men, ABC Manhood, TKF, and Girls. Inc. Knox

students will have the opportunity to develop their leadership as Knox Circle leaders. Knox will also support the funding of a partial CSA position as well as additional hourly funding for noon duty to support safety in the hallways. Knox will also have a Retired Administrator on site to support a safe school culture, while site Admin are engaging in PLC work with teams or at Marzano PD, or off site at Professional Development.

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

**ELA:** We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

**Math:** All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

**English Learners:** We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

**Students with Disabilities: Ownership:** Principals, teachers, and support staff take ownership of all their students, including students with disabilities. **Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

**Graduation/Promotion Rate:** All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### **District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum

3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Despite 1.5 years of a pandemic and online learning, Knox Middle School made academic gains on the CAASPP test due to our strategic implementation of the Marzano Framework and our funding strategies. Our ELA scores grew by 7% and our math scores by 2%. With a strong instructional framework, consistent instructional strategies and alignment with the Critical Concepts, our students have shown academic gains. We have found that structured ELD that supports language acquisition strategies for our students, our Thursday morning Achieve 3000 reading block, small class size, and strategic support has supported student academic growth.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

A major difference was that we budgeted for PLC time as well as sub for release days and due to constraints aligned with the pandemic, we were not able to implement those strategies. We did not have subs picking up jobs to release the teachers, and teachers were exhausted after covering other classes on their preps, so they did not want to work extra hours as PLCs. A lot of the funding was reallocated into online programs and supplies.

As part of the CSI program, Knox will purchase Achieve 3000 as an online reading support. During the 21-22 school year, Knox teachers participated in an Action Research cycle centered around the Quality Teaching Practices and English Learner Strategies to support literacy. We will continue with Action Research as a staff during the 22-23 school year. The Action Research cycle will be grounded in the QTP of Checking for Understanding.

Teachers will engage in a cycle to identify best practices to assess student knowledge of the Learning Targets. Knox Middle will continue to expand its school library with monthly book subscriptions. Students have access to online text in Clever via Achieve 3000, Amplify and other resources. Teachers will have additional time for planning and collaboration with our CSI funding. The Benchmark curriculum will be implemented across the 6th grade at Knox to support language acquisition for all students. All 6th grade students take 2 English Courses (ELA 6 and ALD/Lit Academy). Knox will continue

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

to fund new library books to promote independent reading. Our Knox English Learners are enrolled in ALD as an elective course. During the school year, Knox teachers and students will monitor reading levels through the Achieve 3000 program and FAST data.

### \*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

### LITERACY

Academic progress in reading and writing will be measured in multiple ways this school year. Knox has purchased Achieve 3000 as a literacy support to improve student Lexile level. Knox students will have the opportunity to read articles at their Lexile level during online learning and after school. We will be able to monitor student reading growth on a monthly basis with the reports generated by the program. The Knox ELA department will also monitor common assessments as a PLC. Each Knox student will take the FAST assessment 3 times per year, as an additional measure of Lexile growth. Knox students will take monthly visits to the campus library to check out independent reading books (when on site). Knox ELA teachers will monitor student reading and writing using Amplify and Benchmark resources online.

As part of our Title 1 categorical funding, Knox has funded an additional .8 ELA teacher to lower class size. All 6th grade students at Knox will take 1 sixth grade ELA course as well as ALD/Lit. Academy, which will use the Benchmark curriculum.

### MATH

In addition, a .2 FTE has been set aside from Title 1 supplemental to offer a section of STEP Up to math for intervention.

Workshop and hourly pay, along with funding for subs, will be set aside for the Professional Development. This may include Lesson Study, additional PLC time, release days to teacher teams to update their YAGs and to align grading with the Proficiency scales.

### \*Identified Need - English Language Arts

As measured by the CAASPP, Knox students have shown an increase in performance on the CAASPP ELA. Knox grew approximately 7% as a school overall. In addition, approximately 40 students reached a level 4 on the ELPAC.

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	Knox students will show 100 points in Lexile growth as	all students	75% of students	Other (Describe in Objective)	1 year

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		measured by Achieve 3000				
June 2023	6.7.8	Knox students will show 20 points in Lexile growth as measured by FAST Lexile score	all students	75% of students	FAST aReading	1 year
June 2023	6.7.8	Knox students will increase in overall proficiency from the school wide results on CAASPP (19-20)	27%	37%	CAASPP ELA	1 year

**\*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	Black or African American	Students will improve on the CAASPP ELA	22%	27%	CAASPP ELA	yearly
June 2023	6,7,8	English Learner	Students will improve their score on the SBAC ELA.	3%	10%	CAASPP ELA	yearly
June 2023	6,7,8	Hispanic or Latino	Students will improve their score on the CAASPP ELA.	27.5%	35%	CAASPP ELA	yearly
June 2023	6,7,8	Students with Disabilities	Students will improve their score on the CAASPP ELA	6%	15%	CAASPP ELA	yearly
June 2023	6,7,8	Socioeconomically Disadvantaged	Students will improve their score on the CAASPP ELA	27%	35%	CAASPP ELA	yearly

**\*Identified Need - Math**

Knox Middle has set target goals for growth in 3 areas of the Demi: Knowledge, Application, and Communication. The Math PLC is identifying how these areas of the Demi align to the Critical Concepts. Knox is moving forward with consistent staffing in the math department as well as a strong co-



teaching capacity. As shown on the CA Dashboard, the identified subgroups are far from meeting the proficiency targets set by the state. Students that need additional support in math, are enrolled in Step Up to Math as an elective. We have used Title 1 supplemental funding to fund a section of Step Up to Math. Students will also have access to ST math all year to support closing the achievement gap.

Allocated funds will support will also support math classroom supplies, additional PLC time, subs for release days for planning and coaching as well instructional materials supports. Our on-site .4 Math Resource teacher will lead PLCs, coach individual teachers and help to monitor data and progress, and support the scaffolding of CPM curricular resources and teaching of the Critical Concepts.

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6, 7, 8	Students will increase in percentage of Meets/Exceeds for their performance on the CAASPP Math	8.6%	15%	CAASPP Math	yearly
June 2023	6,7,8	Students will increase in Proficiency in sub categories of Knowledge, Application, Communication on the Math DEMI	Knowledge-74% Application-57% Communication-25%	Knowledge-75% Application-60% Communication-35%	DEMI	Yearly

### \*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	Black or African American	Students will increase in percentage of Meets/Exceeds for their performance on the CAASPP Math	10.2%	15%	CAASPP Math	yearly
June 2023	6,7,8	English Learner	Students will increase in percentage of Meets/Exceeds for their performance	.6%	5%	CAASPP Math	yearly

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			on the CAASPP Math				
June 2023	6,7,8	Hispanic or Latino	Students will increase in percentage of Meets/Exceeds for their performance on the CAASPP Math	8.2%	10%	CAASPP Math	yearly
June 2023	6,7,8	Students with Disabilities	Students will increase in percentage of Meets/Exceeds for their performance on the CAASPP Math	3.5%	5%	DEMI	yearly
June 2023	6,7,8	Socioeconomically Disadvantaged	Students will increase in percentage of Meets/Exceeds for their performance on the CAASPP Math	8.4%	15%	CAASPP Math	yearly
June 2023	6,7,8	Students with Disabilities	Students will increase in Proficiency in sub categories of Knowledge Application Communication on the Math DEMI	Knowledge-48% Application-36% Communication-10%	Knowledge-50% Application-40% Communication-15%	DEMI	Yearly
June 2023	6,7,8	English Learner	Students will increase in Proficiency in sub categories of Knowledge Application	Knowledge-66% Application-46% Communication-17%	Knowledge-70% Application-50% Communication-25%	DEMI	yearly

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			Communication on the Math DEMI				
June 2023	6,7,8	Black or African American	Students will increase in Proficiency in sub categories of Knowledge Application Communication on the Math DEMI	Knowledge-76% Application-55% Communication-20%	Knowledge-80% Application-60% Communication-30%	DEMI	yearly
June 2023	6,7,8	Socioeconomically Disadvantaged	Students will increase in Proficiency in sub categories of Knowledge Application Communication on the Math DEMI	Knowledge-74% Application-57% Communication-25%	Knowledge-75% Application-60% Communication-35%	DEMI	yearly

**\*Identified Need - English Learners**

Knox English Learner students continue to score below standard on the CAASPP ELA and on CAASPP Math as shown by the results of the 2022 CAASPP. There is a strategic plan around the schedule placement and supports for students that are long term English Learners, adding ALD as a core class for all. In order to help all of our Knox students' progress in reading, Knox will implement Achieve 3000 to support reading in all classes. Students that are newcomers will also be scheduled for ELD. As a site, we will be using consistent academic strategies across grade levels. Each grade level team will implement a targeted instructional strategy each month. The strategies are focused around the ELPAC categories of reading, writing, listening and speaking. Knox teachers will also implement Multilingual Learner Strategies into daily lesson plans, to support language acquisition. Our Resource Teacher from OLA will continue to support Academic Language Instruction in all ELD classes at Knox.

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	English Learners	Students will show monthly growth in Lexile as measured by Achieve 3000 reading program	40%	60%	Reports in Achieve 3000	yearly
June 2023	6,7,8	English Language Learners	Students will reach proficiency	13.03% Proficient	55%	ELPAC	yearly
June 2023	6,7,8	English Language Learners	Dual Identified EL Students who score BR in Achieve 3000 will show growth in Read Naturally Program	All identified BR students	75%	Read Natural and Achieve 300 Reports	
June 2023	6,7,8	English Language Learners	Students will grow one level overall in ELPAC	75%	85%	ELPAC	yearly
June 2023	6,7,8	English Language Learners	LTEL Students will reclassify as fluent English speakers	45%	65%	ELPAC	yearly
*Identified Need - Graduation/Promotion Rate							
<p>The California Dashboard shows that over 50% of Knox students are chronically absent. Students that are absent miss 6 different class lessons Students are able to make up missed days, by attending Knox on the weekend (Saturday School). It is important that students attend school every day to support academic achievement. Knox has morning Advisory in which students continue to monitor their own attendance at school. Improved attendance will put students on track for promotion and success in their classes.</p>							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	6,7,8	Will decrease chronic absenteeism rate in Hoonuit	53%	23%	Absenteeism	yearly	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	Students with Disabilities	Will decrease chronic absenteeism in Hoonuit	63%	35%	Absenteeism	yearly
June 2023	6,7,8	English Learner	Will decrease chronic absenteeism in Hoonuit	57%	35%	Absenteeism	yearly
June 2023	6,7,8	Hispanic or Latino	Will decrease chronic absenteeism in Hoonuit	58%	35%	Absenteeism	yearly
June 2023	6,7,8	Socioeconomically Disadvantaged	Will decrease chronic absenteeism in Hoonuit	54%	35%	Absenteeism	yearly
June 2023	6,7,8	Black or African American	Will decrease chronic absenteeism in Hoonuit	47%	35%	Absenteeism	yearly

### Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	All students	All students will have the opportunity to read an article a week on Achieve 3000 online in their Thursday morning Advisory class. Students with disabilities will have access to the Read Naturally program on Thursday mornings.	100% access	100% access	70% of students will grow in their Lexile level improving literacy as measured by the online programs.	Weekly

## Strategy/Activity 1

### \*Students to be served by this Strategy/Activity

#### **ELA- Literacy for All Students**

As part of CSI, all students at Knox will have access to Achieve 3000 to support daily reading of non-fiction text articles. All students will take the Level Set assessment in September. Achieve 3000 will automatically adjust the student's Lexile level in the program in response to data collected from the assessments that are embedded in Achieve. In addition, students will make monthly visits to the Knox library to check out independent reading books. We will continue to track the books that are checked out using our Destiny system. Students can access books through Amplify. Our Knox ELA team will have common PLC time at least twice a month to collaborate on plans and revise their Year at a Glance based on the Critical Concepts and analyze student work data. The GVC will be supported with curricular resources and strategies to support differentiation. In addition, class sizes will be lowered in ELA with the additional funding of a .8 ELA teacher adding additional sections of ELA and a journalism class. With the addition of journalism as an elective, we will be offering students an additional opportunity to produce published writing pieces about Knox events in a newsletter for their peers.

### \*Strategy/Activity - Description

#### **ELA- Monitoring Lexile Levels and FAST Data, Online Programs, 2 Core ELA classes for all 6th grade students, PLC time, and Implementation of a GVC.**

All teachers will be able to frequently monitor changes in Lexile levels, as well as growth and progress in reading skills as well as ELA standards using Achieve 3000's data metrics reports. Having frequent data and feedback from the program will support teachers in individualizing classroom instruction so that it is differentiated and meets students' individual learning needs. Students will be able to use this program at home on their laptops. Knox Middle has restructured our ELA program this year in order to support stronger PLC work around our GVC. At the 6th grade, students get 2 hours of literacy in 2 different core classes. All 6th grade students will take 1 class of ELA 6 with Amplify as a curricular resource to support the GVC. All 6th grade students will also take ALD/Lit Academy where the GVC will be supported with the Benchmark resources. At 6th, 7th grade and 8th grade our GVC will be supported with Amplify. Our 7/8 grade ALD course will use the GVC, English 3D. Our weekly PLCs in online learning will be used to analyze the alignment of Amplify to the Critical Concepts. Our PLCs are also looking at how to monitor mastery of the Critical Concepts for all students with scaffolded supports for English Learners and students with disabilities. This PLC work will take additional time and funds, to ensure that the pacing is aligned to the most important critical concepts.



## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F02962R	Regular Teacher	0.80000	\$73,807.20	\$107,373.56	0296-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Lower class size in 8th grade ELA and ELD supporting instructional growth for all students
N02962Z	Interprogram Svcs/Paper		\$2,571.40	\$2,571.40	0296-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		paper for class lessons and differentiating instruction
N02968E	Supplies		\$2,604.53	\$2,604.53	0296-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		classroom supplies for learning such as pencils, journals, whit boards, markers, etc.
N0296B2	Lease of Printer/Duplicator		\$7,000.00	\$7,000.00	0296-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		copy print materials to support reading and writing
N0296F7	Prof&Curriclm Dev Vist Tchr		\$20,000.00	\$24,762.00	0296-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers to release teachers to attend conferences, lesson study or hold PLC
N0296F9	Software License		\$10,000.00	\$10,000.00	0296-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Achieve 3000 literacy program
N0296FP	Software License		\$18,496.64	\$18,496.64	0296-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Achieve 3000 online reading program
N0296MJ	Supplies		\$21,387.00	\$21,387.00	0296-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Supplies to support literacy, reading and writing across all classrooms on campus. Supporting GVC in all classrooms.
<b>*Additional Supports for this Strategy/Activity</b>									

Knox is part of the Marzano educational coaching and certification program. As part of our Level 3 certification, we will look at the implementation of the Critical Concepts as our GVC and the alignment of our Amplify resources to support instruction. To support this, there will be additional planning time in PLCs, visiting teachers, as well as workshops for teachers to attend. During PLC meetings, teachers will collaborate regarding pacing, student work data, implementation and scaffolds for learning.

## **Strategy/Activity 1**

### **\*Students to be served by this Strategy/Activity**

#### **Mathematics Support-**

Funding will be set aside for tutoring and professional development and collaboration time. The math team will work together as a PLC to develop differentiation strategies and language supports to support access to the CPM curricular resource as well as the GVC-Critical Concepts. Teachers will engage in ongoing PLCs to create thoughtful plans as part of the Year at a Glance, for access for all students. Students will also be supported in Step up to math as well as ST Math online.

Math progress will be monitored by Quarter grades and progress reports, the DEMI assessment, ST Math assessments and progress, as well as formative assessments in the classroom, and summative assessments by grade level in the CPM curriculum.

### **\*Strategy/Activity - Description**

#### **Math Intervention-Step Up To Math**

Knox will fund a .2 Step Up to Math section as support for our students. In addition, we have a Step Up to Math class at every grade. Math teachers may set specific goals for teaching and learning during their PLC time. All students will be served by the impact to Tier 1 instruction and our GVC. Students that need Tier 2 and Tier 3 support will be enrolled in Step Up to Math, and will have access to additional tutoring outside of the school day and specific skilled lessons on ST math. Knox teachers will align their CPM resources with the Critical Concepts. In addition, all Math teachers will use Desmos to check for student understanding in real time.

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F02962S	Regular Teacher	0.20000	\$18,451.80	\$26,843.39	0296-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Step Up to math support class
N02969E	Interprogram Svcs/Paper		\$5,000.00	\$5,000.00	0296-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		paper for class instruction
N0296KB	Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,381.00	0296-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Subs for professional development and PLC time
N0296M8	Travel Conference		\$4,000.00	\$4,000.00	0296-31820-23-5207-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Math conferences
N0296M9	Equipment Non Capitalized		\$3,000.00	\$3,000.00	0296-31820-23-4491-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Equipment such as Boxlight boards for PLC collaboration

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

#### SUPPORTING ALL ENGLISH LEARNERS

In order to support our Knox English Learners, our site has set aside hourly funds in LCFF for English Learner support. The ELA resource teacher will push into our 6th grade ELA/ALD/Lit academy classrooms to support pacing and alignment. Our master schedule has been reconfigured to include a daily class of ALD for all 6th grade students. ALD 7/8 teachers will tailor their curriculum to support reading, writing, listening, and speaking in their classrooms. Knox staff will also use the alternative reclassification process when possible. All English Learners at Knox will benefit from these strategies.

#### \*Strategy/Activity - Description

Within the classes designated in the master schedule, we will implement additional Tier 1 curriculum to support our students. Benchmark is the curriculum resource being used for all ALD 6 classes and ELD (including Amplify) and English 3D for ALD 7/8. All Knox students will have access to

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Achieve 3000 to support increasing reading and Lexile levels. Additional funds will be set aside in LCFF for ELPAC assessments and support. Our CSI and Title 1 budgets will include funds for online programs, professional development as well as tutoring.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0296D7	Supplies		\$1,329.56	\$1,329.56	0296-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		classroom supplies for instruction
N0296FJ	Non Clsrn Tchr Hrly		\$10,000.00	\$12,381.00	0296-09800-00-1957-2100-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC time for teachers
N0296HZ	Non Clsrn Tchr Hrly		\$10,000.00	\$12,381.00	0296-30100-00-1957-2100-0000-01000-0000	Title I Basic Program	[no data]		Tutoring
N0296M7	Software License		\$24,000.00	\$24,000.00	0296-31820-23-5841-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Reading program and math programs to support English Learners
N0296MD	Prof&Curriclm DevHrlyClsrnTchr		\$6,742.00	\$8,347.27	0296-31820-23-1170-2140-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		ELD plc after school
N0296MF	Prof&Curriclm Dev Vist Tchr		\$16,154.00	\$20,000.26	0296-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		subs for release time: PLCs, PD, Action Research

### \*Additional Supports for this Strategy/Activity

CSI funds will allow the Vice Principal to work with teachers in PD after the calendar year to build teaching capacity and scaffolds around supporting English Learners.

**Strategy/Activity 2**

**\*Students to be served by this Strategy/Activity**

**Supporting Divergent Learners**

In order to support students, our co-teachers will have opportunities to attend professional development with the Gen Ed teachers to strengthen their content knowledge. Co-teacher will also have 1 PLC with their partner teachers a month, and 1 PLC with the Special Ed Department.

In order to support additional progress on IEP goals, all students with an IEP will be assigned to an Advisory class with their case manager. During this time, students will also be able to access the Achieve 3000 reading program and monitor progress using the FAST ELA test.

**\*Strategy/Activity - Description**

In order to support academic progress, Knox will continue to strengthen our co-teaching model. Co-teachers will have additional planning time with their Gen Ed partner teachers. Our paraprofessionals will also have additional time to attend trainings on minimum days. Teachers may need additional supplies to support differentiation in their classrooms. Professional Development will support the implementation of our CPM math program as well as support our school-wide reading and writing goals for our students.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02961D	Classroom PARAS Hrly		\$9,000.00	\$12,330.90	0296-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		Paras to support Science and History classes, as well as Read Naturally in Advisory
N029683	Classroom Teacher Hrly		\$10,000.00	\$12,381.00	0296-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Tutoring
N0296B8	Interprogram Svcs/Duplicating		\$2,000.00	\$2,000.00	0296-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	[no data]		copies of instructional materials
N0296DO	Equipment Non Capitalized		\$5,000.00	\$5,000.00	0296-30100-00-4491-1000-1110-01000-0000	Title I Basic Program	[no data]		Boxlight board for PLC planning room to support instruction

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0296LZ	Tech Professional OTBS Hrly		\$500.00	\$685.05	0296-30100-00- 2455-2495-0000- 01000-0000	Title I Basic Program	[no data]		Tech to support laptop repair for students
N0296M3	Other Support Prsnl PARAS Hrly		\$500.00	\$685.05	0296-30106-00- 2281-3140-0000- 01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Extra time for paras to support students

**\*Additional Supports for this Strategy/Activity**

Our para professionals will support after school tutoring on minimum days in Room 15. This will support students with homework in History and Science classes.

**Strategy/Activity 3**

**\*Students to be served by this Strategy/Activity**

**Marzano Level 2: Knox Instructional Framework and Marzano Level 3: GVC**

Knox will continue our implementation of the Marzano Framework and building systems that support academics for all students.

**\*Strategy/Activity - Description**

Marzano Level 2-  
Professional development grounded in the QTPs, Action Research, MLL strategies and the Knox instructional Framework will be supported.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02961R	Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,381.00	0296-09800-00- 1192-1000- 1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		Subs for teacher PLCs, attend PD, lesson study
N0296EC	Supplies		\$20,000.00	\$20,000.00	0296-30100-00- 4301-1000- 1110-01000- 0000	Title I Basic Program	[no data]		Supplies to support classroom instruction and a GVC in all classrooms-Marzano 3

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0296KU	NonClstrm Prof&Curriclm DevHrly		\$5,000.00	\$6,190.50	0296-30100-00- 1971-2140- 0000-01000- 0000	Title I Basic Program	[no data]		Teacher PLC time
N0296LR	Prof&Curriclm DevHrlyClstrmTchr		\$15,000.00	\$18,571.50	0296-30106-00- 1170-2140- 0000-01000- 0000	Title I Supplmnt Prog Imprvmt	[no data]		Teachers attend PD after school for their own professional growth and to support GVC in all classrooms -Marzano 2 and Marzano 3
N0296LW	Travel Conference		\$7,000.00	\$7,000.00	0296-30100-00- 5207-1000- 1110-01000- 0000	Title I Basic Program	[no data]		Conferences to support teachers in their identified areas of growth. Marzano 2.
N0296M0	Conference Local		\$1,000.00	\$1,000.00	0296-30106-00- 5209-1000- 1110-01000- 0000	Title I Supplmnt Prog Imprvmt	[no data]		Conferences to support staff professional growth
N0296M2	Prof&Curriclm DevHrlyClstrmTchr		\$6,000.00	\$7,428.60	0296-09800-00- 1170-2140- 0000-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		Teacher time to attend PD outside of school hours. Workshops.
N0296M5	NonClstrm Prof&Curriclm DevHrly		\$10,000.00	\$12,381.00	0296-30106-00- 1971-2140- 0000-01000- 0000	Title I Supplmnt Prog Imprvmt	[no data]		Marzano 3 PLC meetings and Marzano team meetings
N0296MC	Conference Local		\$4,000.00	\$4,000.00	0296-31820-23- 5209-1000- 1110-01000- 0000	ESSA Schl Imp (CSI) Funding	[no data]		Conferences to support teachers in their identified areas of professional growth-E3, Marzano 2
N0296MG	Principal Hrly		\$4,038.00	\$4,999.45	0296-31820-23- 1358-2100- 0000-01000- 0000	ESSA Schl Imp (CSI) Funding	[no data]		Principal plan PD and Instructional items for Marzano 3 certification. Plan with PLCs.
N0296MH	Vice-Principal Hrly		\$2,423.00	\$2,999.91	0296-31820-23- 1359-2100- 0000-01000- 0000	ESSA Schl Imp (CSI) Funding	[no data]		Vice Principal time to plan with PLCs or to plan PD and items aligned to Marzano certification

**\*Additional Supports for this Strategy/Activity**

Field trips have been budgeted for off campus experiences such as college visits. These are all pending the safe return to on campus learning.

**Strategy/Activity 4****\*Students to be served by this Strategy/Activity****SUPPORTING STUDENT ATTENDANCE**

Students with chronic absences will benefit from the interventions outlined below. All students will be able to participate in reward incentives that are offered for students with perfect attendance and students that show responsible attendance by clearing their absences.

**\*Strategy/Activity - Description****SUPPORTING IMPROVED ATTENDANCE FOR ALL STUDENTS**

Knox will use CSI funds to support extra hourly attendance clerk interventions. These include calling home and sending SARB letters. Counselors, Administrators, and teachers make frequent home visits to support attendance. In addition, Knox has partnered with partner organizations as part of CSI, to provide mentoring and intervention keeping students connected to the school.

Knox will also use LCFF funding for additional office staff to make phone calls for absent students.

Report cards will also be given to parents mid-way through each quarter and at the end of each quarter, so parents can see their student's grades and attendance. Parents also have access to Power School parent portal to monitor on site attendance.

**\*Additional Supports for this Strategy/Activity**

We will use a Knox Brag Tag incentive system to recognize students that are improving or exhibiting great attendance.



## **LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**

### **Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### **District LCAP Goals**

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

### **Annual Review of This Goal: SPSA Reviewed 2021-22**

#### **\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

The pandemic changed a lot of the ways in which we communicated with our Knox families regarding school. IEP meetings were moved to Zoom, which allowed parents to actively engage in the IEP meeting process during breaks at work or from the home. Zoom also allowed us to meet with families at night online and to provide translation during our meetings in a more seamless way. When parents missed meetings, we were also able to record them for our families. This allowed parents to continue to get information about school. We still need to improve parent access to power school to monitor grades and attendance. Not having workshops and monthly circles on campus due to the pandemic did cause a gap in the amount of support we were able to provide for our families. We hope with the changes that have happened with the pandemic that we can now invite parents back to our campus to partner with us again.

Knox will continue to promote active engagement and collaboration with all families. We have monthly parent circles as well as monthly parent workshops on campus. These workshops will also be supported by PIQE and possibly TKF.

We will continue to host IEP meetings on Zoom to support parent engagement. Knox may also host meetings such as SSC, SGT and ELAC on Zoom to encourage parents to attend from home. We would like to continue to work on engaging parents in using the Power School Parent Portal program to monitor their student's grades and attendance online. We will offer additional workshops for families on how to use this program.

Additional time has been budgeted for our staff to continue to reach out to parents through calls and home visits. We continue to budget for printing paper materials as well as stamps to communicate with parents via U.S. Mail, as not all families have access to technology at home.

We will also engage parents in multiple ways to support student's academic progress. These include: Back to School Night, Power School Parent Portal workshops, Student-led conferences, parent circles, STEM week, and opportunities to shadow students on campus.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Knox will continue to communicate with our families via the following methods:

School Messenger, Progress reports given to parents mid-way through the quarter and at the end of the quarter, Knox Social Media (Instagram), Monthly Smore newsletter, home visits, phone calls, parent conferences, SSTs, IEP meetings, student-led conferences, Back to School Night, Knox parent website and on campus events, etc.

Our counselors and office staff will have additional time to make parent phone calls and to reach out and connect with our Knox families.

Changes to our support for families will be in the manner in which we communicate with parents. We will again open our doors to having parents return to us on campus.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Knox has built a parent website. Parents can continue to visit the website for upcoming dates and events as well as school information. Parents can attend monthly parent circles in our Knox parent room. Updated information is posted on the Knox district website as well as the Knox parent website. Parents also receive School Messenger phone calls about upcoming events as well as information that has been sent to their student in their student's email. We will be starting off the year with workshops to engage parents in monitoring students' grades and attendance in Power School Parent Portal.

**\*Identified Need**

In order to support students academically, parents will have access to the Power School Parent Portal program. When parents are monitoring grades and attendance, students will be able to increase academic achievement.

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 6- Family Engagement</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2023	Other (Describe in Objective)	All Knox parents will have an email in the Power School system to receive regular communication from the school.	80%	100%	Other - Describe in objective
June 2023	Other (Describe in Objective)	Parents will have the opportunity to attend monthly SSC/SGT/Monthly parent coffee meetings at Knox.	100%	100%	Other - Describe in objective
<b>*Annual Measurable Outcomes</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2023	Other (Describe in Objective)	Parents will have the opportunity to attend parent coffee events to learn about Power School and Attendance	100%	100%	Attendance
<b>Strategy/Activity 1</b>					
<b>*Families to be served by this Strategy/Activity</b>					
<p>All families will be invited to Zoom virtual shared-decision making committee meetings (SSC, SGT, ELAC). The phone calls have gone out multiple times to recruit parents to join these committees. Parents will also have the opportunity to join the Zoom or in person PIQE classes program as part of our Gear Up implementation.</p>					
<b>*Strategy/Activity - Description</b>					
<p>Parent engagement meetings and activities to support student achievement. Parents will be offered opportunities to attend conferences to develop strong school engagement connections. Parents will have access to use the student computer to check Power School Parent Portal to monitor grades and attendance.</p>					

## Knox Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F02962P	School Clerk I	0.12500	\$4,750.38	\$8,967.53	0296-09800-00-2401-2700-0000-01000-0000	LCFF Intervention Support	Low-Income		Support parents in the front office and on the phone
F02962Q	Attendance Asst	0.45000	\$15,187.05	\$20,845.44	0296-09800-00-2404-3130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support student attendance so they are on track at school for promotion
N02961H	Postage Expense		\$1,595.90	\$1,595.90	0296-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		mail progress reports, report cards, sped progress reports and certified mail to parents
N029666	Counselor Hrly		\$1,000.00	\$1,238.10	0296-30103-00-1260-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Counselors to connect with parents outside of the school day and to support the PIQUE program.
N02968F	Postage Expense		\$5,000.00	\$5,000.00	0296-30106-00-5920-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		mail communication home to parents regarding school programs and school progress
N0296AD	Interprogram Svcs/Duplicating		\$1,000.00	\$1,000.00	0296-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		parent flyers, handbooks, and other printed materials to mail home
N0296GY	Supplies		\$500.00	\$500.00	0296-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parent workshops and parent circles
N0296LV	Clerical OTBS Hrly		\$5,000.00	\$6,850.50	0296-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Time for office staff to reach out to parents, support parents with phone calls, and connecting parents to resources.
<b>*Additional Supports for this Strategy/Activity</b>									
In online learning, parents can monitor their student's work online in Power School, attend virtual events via Zoom, email teachers, and read the monthly Smore newsletter.									

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

**APPENDIX A**

**BUDGET SUMMARY**

# Knox Middle Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 268,101
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 174,347
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 653,942

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 108,083
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 108,083

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 103,411
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 103,411

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 653,942

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Knox Middle	09800 LCFF Intervention Support	Attendance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.45	\$15,187.05
Knox Middle			3000 Benefits		0	\$5,658.39
Knox Middle		<b>Attendance Asst Total</b>			<b>0.45</b>	<b>\$20,845.44</b>
Knox Middle		School Clerk I	2401 Clerical OTBS	Clerical OTBS	0.125	\$4,750.38
Knox Middle			3000 Benefits		0	\$4,217.15
Knox Middle		<b>School Clerk I Total</b>			<b>0.125</b>	<b>\$8,967.53</b>
Knox Middle		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$10,000.00
Knox Middle			1170 Prof&Curriclm DevHrlyClsmTchr	Prof&Curriclm DevHrlyClsmTchr	0	\$6,000.00
Knox Middle			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$10,000.00
Knox Middle			1957 Non Clsm Tchr Hrly	Non Clsm Tchr Hrly	0	\$10,000.00
Knox Middle			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	\$5,000.00
Knox Middle			3000 Benefits		0	\$10,422.10
Knox Middle			4301 Supplies	Supplies	0	\$2,604.53
Knox Middle			5614 Lease of Printer/Duplicator	Lease of Printer/Duplicator	0	\$7,000.00
Knox Middle			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$2,571.40
Knox Middle			5841 Software License	Software License	0	\$10,000.00
Knox Middle		<b>(blank) Total</b>			<b>0</b>	<b>\$73,598.03</b>
Knox Middle	<b>09800 LCFF Intervention Support Total</b>				<b>0.575</b>	<b>\$103,411.00</b>
Knox Middle	30100 Title I Basic Program	Regular Teacher	1107 Classroom Teacher	Classroom Teacher	0.8	\$73,807.20
Knox Middle			3000 Benefits		0	\$33,566.36
Knox Middle		<b>Regular Teacher Total</b>			<b>0.8</b>	<b>\$107,373.56</b>
Knox Middle		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$10,000.00
Knox Middle			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$20,000.00
Knox Middle			1260 Counselor Hrly	Counselor Hrly	0	\$2,000.00
Knox Middle			1290 Nurse Hrly	Nurse Hrly	0	\$500.00
Knox Middle			1957 Non Clsm Tchr Hrly	Non Clsm Tchr Hrly	0	\$10,000.00
Knox Middle			1971 NonClsm Prof&Curriclm DevHrly	NonClsm Prof&Curriclm DevHrly	0	\$5,000.00
Knox Middle			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$9,000.00
Knox Middle			2280 Libry Media Tech OTBS Hly	Libry Media Tech OTBS Hly	0	\$10,000.00
Knox Middle			2286 Health Prsnl PARAS Hrly	Health Prsnl PARAS Hrly	0	\$1,000.00
Knox Middle			2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	\$500.00
Knox Middle			3000 Benefits		0	\$18,896.80
Knox Middle			4201 Library Books	Library Books	0	\$6,000.00
Knox Middle			4301 Supplies	Supplies	0	\$20,000.00
Knox Middle			4491 Equipment Non Capitalized	Equipment Non Capitalized	0	\$5,000.00
Knox Middle			5207 Travel Conference	Travel Conference	0	\$7,000.00
Knox Middle			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	0	\$2,000.00
Knox Middle			5841 Software License	Software License	0	\$18,496.64
Knox Middle			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	0	\$10,000.00
Knox Middle			5859 Admission/Entry Tickets	Admission/Entry Tickets	0	\$1,000.00
Knox Middle		<b>(blank) Total</b>			<b>0</b>	<b>\$156,393.44</b>
Knox Middle	<b>30100 Title I Basic Program Total</b>				<b>0.8</b>	<b>\$263,767.00</b>
Knox Middle	30103 Title I Parent Involvement	(blank)	1260 Counselor Hrly	Counselor Hrly	0	\$1,000.00
Knox Middle			3000 Benefits		0	\$238.10
Knox Middle			4301 Supplies	Supplies	0	\$500.00
Knox Middle			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	0	\$1,000.00
Knox Middle			5920 Postage Expense	Postage Expense	0	\$1,595.90
Knox Middle		<b>(blank) Total</b>			<b>0</b>	<b>\$4,334.00</b>
Knox Middle	<b>30103 Title I Parent Involvement Total</b>				<b>0</b>	<b>\$4,334.00</b>
Knox Middle	30106 Title I Supplmnt Prog Imprvmt	Regular Teacher	1107 Classroom Teacher	Classroom Teacher	0.2	\$18,451.80
Knox Middle			3000 Benefits		0	\$8,391.59
Knox Middle		<b>Regular Teacher Total</b>			<b>0.2</b>	<b>\$26,843.39</b>
Knox Middle		(blank)	1170 Prof&Curriclm DevHrlyClsmTchr	Prof&Curriclm DevHrlyClsmTchr	0	\$15,000.00
Knox Middle			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$10,000.00
Knox Middle			1260 Counselor Hrly	Counselor Hrly	0	\$5,000.00
Knox Middle			1971 NonClsm Prof&Curriclm DevHrly	NonClsm Prof&Curriclm DevHrly	0	\$10,000.00
Knox Middle			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$5,000.00
Knox Middle			2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	\$500.00
Knox Middle			2454 Guidance/Attend Asst Hrly	Guidance/Attend Asst Hrly	0	\$5,000.00
Knox Middle			3000 Benefits		0	\$13,410.05
Knox Middle			4301 Supplies	Supplies	0	\$1,329.56
Knox Middle			5209 Conference Local	Conference Local	0	\$1,000.00
Knox Middle			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$5,000.00
Knox Middle			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$5,000.00
Knox Middle			5920 Postage Expense	Postage Expense	0	\$5,000.00
Knox Middle		<b>(blank) Total</b>			<b>0</b>	<b>\$81,239.61</b>
Knox Middle	<b>30106 Title I Supplmnt Prog Imprvmt Total</b>				<b>0.2</b>	<b>\$108,083.00</b>
Knox Middle	31820 ESSA Schl Imp (CSI) Funding	(blank)	1170 Prof&Curriclm DevHrlyClsmTchr	Prof&Curriclm DevHrlyClsmTchr	0	\$6,742.00
Knox Middle			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$16,154.00
Knox Middle			1358 Principal Hrly	Principal Hrly	0	\$4,038.00
Knox Middle			1359 Vice-Principal Hrly	Vice-Principal Hrly	0	\$2,423.00
Knox Middle			1386 Retired Admin Hrly	Retired Admin Hrly	0	\$2,919.00
Knox Middle			2454 Guidance/Attend Asst Hrly	Guidance/Attend Asst Hrly	0	\$14,597.00
Knox Middle			2951 Noon Supervision	Noon Supervision	0	\$9,488.00
Knox Middle			3000 Benefits		0	\$16,598.78
Knox Middle			4301 Supplies	Supplies	0	\$21,387.00
Knox Middle			4491 Equipment Non Capitalized	Equipment Non Capitalized	0	\$3,000.00
Knox Middle			5100 Contracted Svcs > \$25K	Contracted Svcs > \$25K	0	\$45,000.00
Knox Middle			5207 Travel Conference	Travel Conference	0	\$4,000.00
Knox Middle			5209 Conference Local	Conference Local	0	\$4,000.00
Knox Middle			5841 Software License	Software License	0	\$24,000.00
Knox Middle		<b>(blank) Total</b>			<b>0</b>	<b>\$174,346.78</b>
Knox Middle	<b>31820 ESSA Schl Imp (CSI) Funding Total</b>				<b>0</b>	<b>\$174,346.78</b>



## **APPENDIX B**

### **PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department

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***Knox Middle School***

**TITLE I PARENT & FAMILY ENGAGEMENT POLICY (22-23)**

2.0 With approval from the local governing board, **Knox Middle School** has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) **The policy was developed with input from parents at our Knox Middle School SSC meeting on September 29, 2022.**

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how **Knox Middle** school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

**Knox's Title 1 parent meeting will be held in room 15 (Knox's Parent Room) during Back to School Night on September 28, 2022.**

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

**Knox Middle will hold meetings both in person and on Zoom, to increase parent participation. Our PIQE (Parent Institute for Quality Education) will be held in person and on Zoon at night. We will also have ongoing Parent Circles as well as parent trainings (Power School, etc.) in person in room 15. Our SSC, ELAC and SGT meetings will be held on Zoom.**

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Our SSC meetings are open to the public. Parents are welcome and encourage to join the meetings on Zoom to give input into the Title 1 program and school policies.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Parents can receive information about our Title 1 program through our recorded Title 1 meeting sent to parents. Parents can reach out of Administration with additional questions.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Our course syllabi will be shared with parents on our Knox Family Corner website. Parents can also attend the PowerSchool Parent Portal workshops. With Power School parents can monitor grades and attendance and also have access to standardized test scores.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parents are invited to and encourage to attend and participate in parent conferences, IEP meeting, 504 meetings, and SST meetings about student progress. Our SSC, SGT and ELAC meetings are held on Zoom to encourage parent participation.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

The SPSA as well as the supporting documents is shared with parents in the monthly Smore newsletter in September. Parents can reply using the Smore platform to the newsletter items. They can also email the Principal as needed.

## 2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Our parent circles held twice a month in school may cover topics such as state testing, supporting Multilingual Learners and navigating the Critical Concepts and Standard-based grading. Through involvement in PIQE, parents will learn more about the pathway to college.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Knox has a parent website to help parents navigate what is going on at school.

<https://sites.google.com/sandi.net/knoxinfo/home>

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Knox teachers use Power School to communicate with parents via grade book and the automated call. Parents can also email Knox teachers using this system. Knox staff reach out to our families with home visits, postcards, phone calls and other items sent home in the mail. Knox also communicates with student and parents via Instagram and our monthly Smore newsletter.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local

programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Knox has a Parent Center in room 15. We encourage parents to join us for our workshops, parent circles, trainings, and informational meetings that are hosted in this space. To support the involvement of all parents, we also hold meetings on Zoom and provide translation.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Our School Messenger calls and emails are translated for parents using the Power School system. In addition, our Smore monthly newsletter can be translated to any language available on Google. Many of our meetings have translation in Spanish.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Knox continues to use Zoom as a way to increase parent involvement.

## 2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Knox, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Parents have the option to schedule IEP meetings as well as 504 and SST meetings on Zoom. We want to continue to offer online and in person options to support parent involvement in the school.

## **APPENDIX C**

### **SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**Title I School-Parent Compact 22-23**  
**Knox Middle School**

**2.4 School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- Knox Middle School hosts an annual Title 1 meeting.
- Teachers describe the curriculum for each course in the course syllabus and during a presentation during Back to School Night.
- The course syllabus for each class will be made available on the Knox Parent Website.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

- Knox will also host student-led conferences
- Parents can schedule a conference with a teacher at any time, by reaching out to them via phone or email.

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

- Parents can monitor their student’s progress via Power School Parent Portal.

- Parents receive progress reports mid-way through each Quarter.
- Workshops will be held to support parents in Navigating Power School Parent Portal

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- The School convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting. This was done via screencast in online learning. Knox has a parent website, district website, monthly newsletter and also uses School Messenger to coordinate parent involvement. These items may be translated into multiple languages.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- The school provides written and verbal translation in English and Spanish. School messenger and the Smore newsletter are also translated into multiple other languages.



## **APPENDIX D**

### **DATA REPORTS**

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

Additional data for schools can be found in:

- Illuminate
- California Dashboard

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

# California Department of Education

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support  
/ School Dashboard Additional Reports and Data

## Knox Middle (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

### Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Orange	None	None	Red	Orange
English Learners	Red	Green	None	None	Red	Red
Foster Youth	None	None	None	None	None	None
Homeless	Yellow	Yellow	None	None	Red	Orange
Socioeconomically Disadvantaged	Red	Orange	None	None	Red	Orange
Students with Disabilities	Red	Yellow	None	None	Orange	Orange
African American	Orange	Red	None	None	Orange	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Green	None	None	Red	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Knox Middle**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	527	15.2	579	18.3	595	22.5	569	20.6	508	27.2	12.0	6.6	533	7.5	582	7.6	594	7.7	581	8.3	521	8.6	1.1	0.3
<b>Female</b>	233	18.5	265	20.0	278	26.3	254	22.8	247	32.0	13.5	9.2	236	6.4	267	7.1	277	5.4	260	8.1	255	8.2	1.8	0.1
<b>Male</b>	294	12.6	314	16.9	317	19.2	315	18.7	261	22.6	10.0	3.9	297	8.4	315	7.9	317	9.8	321	8.4	266	9.0	0.6	0.6
<b>African American</b>	62	12.9	67	17.9	62	25.8	69	15.9	57	22.8	9.9	6.9	62	8.1	65	3.1	62	11.3	70	7.1	59	10.2	2.1	3.1
<b>Asian</b>	2	-	6	-	5	-	8	-	11	36.4	-	-	2	-	7	-	5	-	8	-	14	21.4	-	-
<b>Filipino</b>	3	-	6	-	10	60.0	11	54.5	6	-	-	-	3	-	5	-	10	50.0	12	66.7	6	-	-	-
<b>Hispanic</b>	427	15.0	468	18.4	481	21.0	444	19.6	408	27.5	12.5	7.9	433	6.7	473	7.6	480	6.5	453	6.8	416	8.2	1.5	1.4
<b>Native American</b>	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
<b>Pacific Islander</b>	7	-	8	-	9	-	8	-	7	-	-	-	7	-	8	-	9	-	8	-	6	-	-	-
<b>White</b>	6	-	6	-	6	-	8	-	6	-	-	-	6	-	6	-	6	-	8	-	7	-	-	-
<b>Multiracial</b>	15	13.3	14	14.3	15	20.0	20	15.0	12	33.3	20.0	18.3	15	6.7	14	7.1	15	6.7	21	0.0	12	8.3	1.6	8.3
<b>English Learner</b>	179	0.6	178	1.1	187	2.1	185	0.5	145	3.4	2.8	2.9	185	1.6	185	1.1	187	0.5	198	2.0	162	0.6	-1.0	-1.4
<b>English-Speaking</b>	348	22.7	401	25.9	408	31.9	384	30.2	362	36.7	14.0	6.5	348	10.6	397	10.6	407	11.1	383	11.5	358	12.3	1.7	0.8
<b>Reclassified†</b>	156	32.1	217	30.4	237	33.3	200	35.5	195	41.0	8.9	5.5	156	12.8	217	12.4	236	10.6	200	14.0	196	10.7	-2.1	-3.3
<b>Initially Eng. Speaking</b>	192	15.1	184	20.7	171	29.8	184	24.5	167	31.7	16.6	7.2	192	8.9	180	8.3	171	11.7	183	8.7	162	14.2	5.3	5.5
<b>Econ. Disadv.*</b>	509	14.7	562	17.4	564	22.5	543	20.3	469	27.5	12.8	7.2	514	7.6	564	7.3	563	7.5	554	7.4	476	8.8	1.2	1.4
<b>Non-Econ. Disadv.</b>	18	27.8	17	47.1	31	22.6	26	26.9	39	23.1	-4.7	-3.8	19	5.3	18	16.7	31	12.9	27	25.9	45	6.7	1.4	-19.2
<b>Gifted</b>	80	36.3	86	45.3	71	56.3	68	52.9	25	68.0	31.7	15.1	80	25.0	85	29.4	71	33.8	67	26.9	25	32.0	7.0	5.1
<b>Not Gifted</b>	447	11.4	493	13.6	524	17.9	501	16.2	483	25.1	13.7	8.9	453	4.4	497	3.8	523	4.2	514	5.8	496	7.5	3.1	1.7
<b>With Disabilities</b>	75	5.3	87	2.3	103	2.9	105	1.9	86	9.3	4.0	7.4	75	2.7	87	1.1	105	1.0	105	0.0	85	3.5	0.8	3.5
<b>WO Disabilities</b>	452	16.8	492	21.1	492	26.6	464	24.8	422	30.8	14.0	6.0	458	8.3	495	8.7	489	9.2	476	10.1	436	9.6	1.3	-0.5
<b>Homeless</b>	29	3.4	69	13.0	72	23.6	128	13.3	115	20.0	16.6	6.7	29	6.9	67	7.5	71	5.6	140	5.0	84	6.0	-0.9	1.0
<b>Foster</b>	0	-	6	-	3	-	2	-	0	-	-	-	2	-	6	-	3	-	2	-	1	-	-	-
<b>Military</b>	10	20.0	8	-	9	-	12	8.3	5	-	-	-	10	10.0	8	-	9	-	12	16.7	5	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Knox Middle**  
**Grade 6**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	177	15.3	179	19.6	207	24.2	0	-	154	25.3	10.0	-	180	3.9	180	10.0	208	7.2	191	6.3	151	7.9	4.0	1.6
Female	78	19.2	73	20.5	107	29.0	0	-	75	28.0	8.8	-	79	3.8	74	9.5	108	8.3	80	6.3	74	6.8	3.0	0.5
Male	99	12.1	106	18.9	100	19.0	0	-	79	22.8	10.7	-	101	4.0	106	10.4	100	6.0	111	6.3	77	9.1	5.1	2.8
African American	28	17.9	21	9.5	17	35.3	0	-	15	26.7	8.8	-	28	7.1	21	0.0	17	23.5	30	3.3	14	7.1	0.0	3.8
Asian	1	-	1	-	1	-	0	-	5	-	-	-	1	-	2	-	1	-	3	-	6	-	-	-
Filipino	1	-	3	-	5	-	0	-	2	-	-	-	1	-	3	-	5	-	2	-	2	-	-	-
Hispanic	137	13.9	143	21.0	171	21.6	0	-	123	24.4	10.5	-	140	2.9	143	11.2	172	4.1	141	5.7	121	6.6	3.7	0.9
Native American	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Pacific Islander	2	-	3	-	2	-	0	-	1	-	-	-	2	-	3	-	2	-	3	-	0	-	-	-
White	1	-	2	-	3	-	0	-	2	-	-	-	1	-	2	-	3	-	3	-	2	-	-	-
Multiracial	5	-	5	-	4	-	0	-	5	-	-	-	5	-	5	-	4	-	9	-	5	-	-	-
English Learner	61	1.6	48	0.0	78	2.6	0	-	55	1.8	0.2	-	64	0.0	51	2.0	79	0.0	62	1.6	56	0.0	0.0	-1.6
English-Speaking	116	22.4	131	26.7	129	37.2	0	-	99	38.4	16.0	-	116	6.0	129	13.2	129	11.6	129	8.5	95	12.6	6.6	4.1
Reclassified†	59	28.8	67	37.3	78	37.2	0	-	53	47.2	18.4	-	59	6.8	67	17.9	78	9.0	51	11.8	53	13.2	6.4	1.4
Initially Eng. Speaking	57	15.8	64	15.6	51	37.3	0	-	46	28.3	12.5	-	57	5.3	62	8.1	51	15.7	78	6.4	42	11.9	6.6	5.5
Econ. Disadv.*	170	14.7	173	17.9	196	23.5	0	-	146	24.0	9.3	-	172	4.1	174	8.6	197	6.6	183	4.9	144	8.3	4.2	3.4
Non-Econ. Disadv.	7	-	6	-	11	36.4	0	-	8	-	-	-	8	-	6	-	11	18.2	8	-	7	-	-	-
Gifted	21	28.6	31	54.8	22	54.5	0	-	4	-	-	-	21	9.5	30	40.0	22	27.3	20	5.0	4	-	-	-
Not Gifted	156	13.5	148	12.2	185	20.5	0	-	150	24.0	10.5	-	159	3.1	150	4.0	186	4.8	171	6.4	147	7.5	4.4	1.1
With Disabilities	27	14.8	35	0.0	40	0.0	0	-	26	15.4	0.6	-	27	3.7	35	0.0	41	0.0	43	0.0	25	12.0	8.3	12.0
WO Disabilities	150	15.3	144	24.3	167	29.9	0	-	128	27.3	12.0	-	153	3.9	145	12.4	167	9.0	148	8.1	126	7.1	3.2	-1.0
Homeless	29	3.4	28	21.4	29	10.3	0	-	39	15.4	12.0	-	7	-	27	14.8	29	0.0	44	6.8	28	3.6	-	-3.2
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	2	-	0	-	1	-	-	-	4	-	2	-	2	-	5	-	2	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Knox Middle**  
**Grade 7**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	186	17.7	208	16.3	182	24.2	0	-	172	23.8	6.1	-	188	9.6	208	6.3	181	13.8	206	11.2	181	13.3	3.7	2.1
Female	81	21.0	98	20.4	76	25.0	0	-	84	28.6	7.6	-	83	7.2	97	5.2	74	5.4	101	12.9	89	11.2	4.0	-1.7
Male	105	15.2	110	12.7	106	23.6	0	-	88	19.3	4.1	-	105	11.4	111	7.2	107	19.6	105	9.5	92	15.2	3.8	5.7
African American	22	9.1	28	17.9	19	21.1	0	-	24	16.7	7.6	-	22	9.1	27	3.7	19	10.5	17	17.6	25	16.0	6.9	-1.6
Asian	0	-	5	-	1	-	0	-	4	-	-	-	0	-	5	-	1	-	4	-	5	-	-	-
Filipino	0	-	2	-	4	-	0	-	1	-	-	-	0	-	2	-	4	-	6	-	1	-	-	-
Hispanic	154	18.8	163	16.6	146	24.7	0	-	136	25.7	6.9	-	156	9.6	164	6.1	145	13.8	166	7.8	142	14.1	4.5	6.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	3	-	3	-	0	-	2	-	-	-	1	-	3	-	3	-	2	-	2	-	-	-
White	4	-	0	-	2	-	0	-	3	-	-	-	4	-	0	-	2	-	3	-	4	-	-	-
Multiracial	4	-	5	-	6	-	0	-	2	-	-	-	4	-	5	-	6	-	7	-	2	-	-	-
English Learner	64	0.0	70	2.9	51	0.0	0	-	48	6.3	6.3	-	66	4.5	71	1.4	51	2.0	81	3.7	58	1.7	-2.8	-2.0
English-Speaking	122	27.0	138	23.2	131	33.6	0	-	124	30.6	3.6	-	122	12.3	137	8.8	130	18.5	125	16.0	123	18.7	6.4	2.7
Reclassified†	51	43.1	72	23.6	73	38.4	0	-	60	31.7	-11.4	-	51	19.6	72	9.7	72	22.2	78	16.7	60	16.7	-2.9	0.0
Initially Eng. Speaking	71	15.5	66	22.7	58	27.6	0	-	64	29.7	14.2	-	71	7.0	65	7.7	58	13.8	47	14.9	63	20.6	13.6	5.7
Econ. Disadv.*	182	18.1	201	16.4	174	24.7	0	-	158	24.7	6.6	-	184	9.2	201	6.5	173	13.3	198	10.6	164	14.0	4.8	3.4
Non-Econ. Disadv.	18	27.8	7	-	8	-	0	-	14	14.3	-13.5	-	4	-	7	-	8	-	8	-	17	5.9	-	-
Gifted	34	50.0	20	40.0	32	65.6	0	-	10	70.0	20.0	-	34	32.4	20	20.0	32	50.0	18	33.3	10	60.0	27.6	26.7
Not Gifted	152	10.5	188	13.8	150	15.3	0	-	162	21.0	10.5	-	154	4.5	188	4.8	149	6.0	188	9.0	171	10.5	6.0	1.5
With Disabilities	75	5.3	28	7.1	37	2.7	0	-	26	0.0	-5.3	-	26	3.8	28	3.6	38	0.0	33	0.0	26	0.0	-3.8	0.0
WO Disabilities	160	20.6	180	17.8	145	29.7	0	-	146	28.1	7.5	-	162	10.5	180	6.7	143	17.5	173	13.3	155	15.5	5.0	2.2
Homeless	15	6.7	20	5.0	26	46.2	0	-	33	24.2	17.5	-	15	6.7	19	5.3	25	16.0	49	4.1	29	13.8	7.1	9.7
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	4	-	3	-	0	-	3	-	-	-	2	-	4	-	3	-	2	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Knox Middle**  
**Grade 8**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	164	12.2	192	19.3	206	19.4	0	-	182	31.9	19.7	-	165	9.1	194	6.7	205	2.9	184	7.1	189	4.8	-4.3	-2.3
<b>Female</b>	74	14.9	94	19.1	95	24.2	0	-	88	38.6	23.7	-	74	8.1	96	7.3	95	2.1	79	3.8	92	6.5	-1.6	2.7
<b>Male</b>	90	10.0	98	19.4	111	15.3	0	-	94	25.5	15.5	-	91	9.9	98	6.1	110	3.6	105	9.5	97	3.1	-6.8	-6.4
<b>African American</b>	12	8.3	18	27.8	26	23.1	0	-	18	27.8	19.5	-	12	8.3	17	5.9	26	3.8	23	4.3	20	5.0	-3.3	0.7
<b>Asian</b>	1	-	0	-	3	-	0	-	2	-	-	-	1	-	0	-	3	-	1	-	3	-	-	-
<b>Filipino</b>	2	-	1	-	1	-	0	-	3	-	-	-	2	-	0	-	1	-	4	-	3	-	-	-
<b>Hispanic</b>	136	11.8	162	17.9	164	17.1	0	-	149	31.5	19.7	-	137	7.3	166	6.0	163	2.5	146	6.8	153	3.9	-3.4	-2.9
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	4	-	2	-	4	-	0	-	4	-	-	-	4	-	2	-	4	-	3	-	4	-	-	-
<b>White</b>	1	-	4	-	1	-	0	-	1	-	-	-	1	-	4	-	1	-	2	-	1	-	-	-
<b>Multiracial</b>	6	-	4	-	5	-	0	-	5	-	-	-	6	-	4	-	5	-	5	-	5	-	-	-
<b>English Learner</b>	54	0.0	60	0.0	58	3.4	0	-	42	2.4	2.4	-	55	0.0	63	0.0	57	0.0	55	0.0	48	0.0	0.0	0.0
<b>English-Speaking</b>	110	18.2	132	28.0	148	25.7	0	-	139	41.0	22.8	-	110	13.6	131	9.9	148	4.1	129	10.1	140	6.4	-7.2	-3.7
Reclassified†	46	23.9	78	30.8	86	25.6	0	-	82	43.9	20.0	-	46	13.0	78	10.3	86	2.3	71	12.7	83	4.8	-8.2	-7.9
Initially Eng. Speaking	64	14.1	54	24.1	62	25.8	0	-	57	36.8	22.7	-	64	14.1	53	9.4	62	6.5	58	6.9	57	8.8	-5.3	1.9
<b>Econ. Disadv.*</b>	157	10.8	188	18.1	194	19.6	0	-	165	33.3	22.5	-	158	9.5	189	6.9	193	3.1	173	6.4	168	4.2	-5.3	-2.2
<b>Non-Econ. Disadv.</b>	7	-	4	-	12	16.7	0	-	17	17.6	-	-	7	-	5	-	12	0.0	11	18.2	21	9.5	-	-8.7
<b>Gifted</b>	25	24.0	35	40.0	17	41.2	0	-	11	63.6	39.6	-	25	28.0	35	25.7	17	11.8	29	37.9	11	9.1	-18.9	-28.8
<b>Not Gifted</b>	139	10.1	157	14.6	189	17.5	0	-	171	29.8	19.7	-	140	5.7	159	2.5	188	2.1	155	1.3	178	4.5	-1.2	3.2
<b>With Disabilities</b>	75	5.3	24	0.0	26	7.7	0	-	34	11.8	6.5	-	22	0.0	24	0.0	26	3.8	29	0.0	34	0.0	0.0	0.0
<b>WO Disabilities</b>	142	14.1	168	22.0	180	21.1	0	-	148	36.5	22.4	-	143	10.5	170	7.6	179	2.8	155	8.4	155	5.8	-4.7	-2.6
<b>Homeless</b>	29	3.4	21	9.5	17	11.8	0	-	43	20.9	17.5	-	7	-	21	0.0	17	0.0	47	4.3	27	0.0	-	-4.3
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	0	-	2	-	4	-	0	-	1	-	-	-	4	-	2	-	4	-	5	-	2	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

## **APPENDIX E**

### **2022-23 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: KNOX MIDDLE**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
School Counselor	0.40000	\$49,823.90	30100-1210	School. Counselor to support half of the student population 5 days	Counselor needed to support	2 counselors are needed.	District funded 2 full time counselors. Site



## Knox Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				a week. Run groups, circles, home visits.	attendance and SEL.		doesn't need to fund.
Interprogram Svcs/Field Trip		\$3,000.00	30100-5735	Off campus learning activities that support instruction, SEL and community building		COVID restricted field trips.	Return to field trips and enrichment.
Contracted Svcs Less Than \$25K		\$3,000.00	30106-5853	Youth truth survey, or SEL contracted services	Continue to fund	Contracted services support students.	Continue to fund
Counselor Hrly		\$2,936.55	31820-1260	Guidance assistant to support scheduling parent conferences, SARB letters, etc. working alongside counselors.	Support home visits, SARB and home school connections		Continue to fund
Guidance/Attend Asst Hrly		\$13,848.01	31820-2454	Counselors to hold after school SEL groups, time to plan SEL curriculum, call parents and home visits on the weekend		Unable to find staff for the positions.	Discontinue funding
Interprogram Svcs/Field Trip		\$3,000.00	31820-5735	Field trips for positive school climate and learning extensions such as Museum of	Provides enrichment to class lessons and GVC.	COVID restricted field trips.	Continue to fund for enrichment

## Knox Middle

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Tolerance or the Getty Museum.			
Contracted Svcs Less Than \$25K		\$44,200.00	31820-5853	SEL mentoring and leadership groups. Sports 4 learning, FANCY, etc.	Increased mentorship needed.	Develop a monitoring systems in 22-23	Continue to fund. Also use CSI.

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Regular Teacher	1.00000	\$127,646.22	30100-1107	Additional ELA teacher to lower class size in ELA	Growth in SBAC ELA 7%	Continue to fund .8 ELA teacher	Growth in SBAC 7% in ELA.
Software License		\$5,000.00	30100-5841	Kami, Brain Pop, etc. Programs to support language and text standards	Support access to GVC		Continue to fund. Also purchase Flocabulary.

## Knox Middle

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

NonClrm Prof&Curriclm DevHrly		\$16,754.23	31820-1971	PLC and collaboration time for teachers	Continue planning time for teachers		Continue to fund
Software License		\$17,000.00	31820-5841	Achieve 3000, Reading Naturally	7% growth in ELA SBAC		Continue to fund using multiple budgets.

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Inschool Resource Tchr	0.40000	\$53,895.14	30106-1109	Math resource teacher to push in to math classes for tier 2/3 instruction and coaching. Supports Marzano level 3 PLC work		Discontinue funding.	Use district 10 to fund classroom positions and lower class size.

## Knox Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

NonClstrm Prof&Curriclm DevHrly		\$11,981.00	30100-1971	PLC time for teachers to support Marzano level 3 GVC			
Travel Conference		\$7,000.00	30106-5207	Math team to attend out of town conference -CMC or CPM		Unable to travel in pandemic.	Continue to fund.
Conference Local		\$2,182.00	31820-5209	Math conference	Professional growth for teachers.		Continue to fund

**Goal 4- Supporting English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Within the classes designated in the master schedule, we will implement additional Tier 1 curriculum to support our students. Benchmark is the curriculum resource being used for all ALD 6 classes and ELD (including Amplify) and English 3D for ALD 7/8. All Knox students will have access to Achieve 3000 to support increasing reading and Lexile levels. Additional funds will be set aside in LCFF for ELPAC assessments and support. Our CSI and Title 1 budgets will include funds for online programs, professional development as well as tutoring.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher	0.20000	\$25,529.24	30106-1107	Additional section of ALD to support English Learners an lower class size in ALD		Funding .8 ELA class teacher	Not funded

## Knox Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly		\$14,377.20	30100-1157	Tutoring			
Prof&Curriclm Dev Vist Tchr		\$11,981.00	30100-1192	Subs for teacher PD or additional PLCs to support Marzano 3 GVC		Continue to fund. Difficult to get subs in pandemic. Should be better in 22-23.	
Interprogram Svcs/Duplicating		\$5,792.00	30100-5721	Copies of instructional materials for students		Continue to fund, so large amounts of copies can be made at the district.	
Prof&Curriclm DevHrlyClstrmTchr		\$4,895.44	31820-1170	Professional Development time		Contine to fund	
Prof&Curriclm Dev Vist Tchr		\$29,373.83	31820-1192	Subs for professional development and Marzano PD	Professional growth for teachers	Continue to fund	
Principal Hrly		\$1,468.87	31820-1358	Professional development marzano 3		Continue to fund for marzano work	
Vice-Principal Hrly		\$1,957.69	31820-1359	Professional Development Marzano 3		Continue to fund for Marzano work	



**Goal 5 - Supporting Students with Disabilities**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

In order to support academic progress, Knox will continue to strengthen our co-teaching model. Co-teachers will have additional planning time with their Gen Ed partner teachers. Our paraprofessionals will also have additional time to attend trainings on minimum days. Teachers may need additional supplies to support differentiation in their classrooms. Professional Development will support the implementation of our CPM math program as well as support our school-wide reading and writing goals for our students.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tchr Hrly		\$11,981.00	30100-1957	Teacher planning PLCs, GVC		Continue to fund for tutoring.	

## Knox Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom PARAS Hrly		\$1,330.90	30100-2151	Additional time to support students with IEPs outside of contracted hours if needed		Continue to fund classroom support time.	
Other Support Prsnl PARAS Hrly		\$1,330.90	30100-2281	Additional time for paras to support students outside of contracted hours		Continue to fund to support class instruction and intervention.	
Library Books		\$500.00	30100-4201	New books to engage students in reading		Continue to fund ot suppor treaing.	
Admission/Entry Tickets		\$355.00	30100-5859	Field trip tickets- Ex museum		Continue to fund now that field trips can happen.	
Interprogram Svcs/Paper		\$3,500.00	30100-5733	Paper for classroom activities and lessons		Continue to fund	
Postage Expense		\$1,000.00	30106-5920	Mail home IEPs or progress reports		Continue to fund this method of communication.	
Interprogram Svcs/Paper		\$1,601.00	30106-5733	Paper for instructional materials		Continue to fund	
Retired NonClstrm Tchr Hrly		\$4,896.63	31820-1986	Retired Admin to support meetings and safe school climate when site Admin are not available or are at PD for the district or Marzano, etc.		Continue funding in CSI. Retired Admin not class teacher.	

**Knox Middle** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom PARAS Hrly		\$2,966.57	31820-2151	Paras to support additional time with students after hours		Continue to fund additional support to students.	
Interprogram Svcs/Duplicating		\$700.00	31820-5721	Copy instructional materials		Continue to fund.	

**Goal 7 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Parent engagement meetings and activities to support student achievement. Parents will be offered opportunities to attend conferences to develop strong school engagement connections. Parents will have access to use the student computer to check Power School Parent Portal to monitor grades and attendance.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Counselor Hrly		\$119.81	30103-1260	Counselor make home visits after hours or attend after hour parent events at night		Continue to fund home school connection.	

## Knox Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Campus Security Asst Hrly		\$133.09	30103-2267	Security for parent meetings, conferences to support traffic etc.		Continue to fund for parent events.	
Supplies		\$100.00	30103-4301	Security to support after hour parent events		Continue to fund with parents back on campus.	
Inservice supplies		\$1,500.00	30103-4304	Supplies for parent meetings, circles and trainings such as chart paper, markers, pencils, highlighters. etc.		Continue to fund and may increase with parents back on campus.	
Interprogram Svcs/Duplicating		\$250.00	30103-5721	Hand outs and flyers for parents		Continue to fund for home school communication	
Software License		\$541.00	30103-5841	S'more newsletter program		Continue to fund for Smore newsletter.	
Postage Expense		\$1,500.00	30103-5920	Mail progress reports home		Continue to fund.	

**Goal 8- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Knox will use CSI funds to support extra hourly attendance clerk interventions. These include calling home and sending SARB letters. Counselors, Administrators, and teachers make frequent home visits to support attendance. In addition, Knox has partnered with partner organizations as part of CSI, to provide mentoring and intervention keeping students connected to the school.

Knox will also use LCFF funding for additional office staff to make phone calls for absent students.

Report cards will also be given to parents mid-way through each quarter and at the end of each quarter, so parents can see their student's grades and attendance. Parents also have access to Power School parent portal to monitor on site attendance.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
School Counselor	0.10000	\$12,455.97	30106-1210	Support SARB process and counseling with			District funds second counselor.

## Knox Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				students with F grades to support daily attendance and on track for promotion			
Counselor Hrly		\$4,792.40	30100-1260	Counselors to have on track academic conferences after hours, call home, home visits		Continue to fund home school connection.	
Supplies		\$13,075.48	30100-4301	Instructional supplies for all students to have success in their classes-ex pencils, notebooks, etc.		Continue to fund for students.	
Equipment Non Capitalized		\$500.00	30100-4491	Supplies such as computers to support student achievement and academic success		May want to increase.	
Classroom Teacher Hrly		\$5,990.50	30106-1157	Tutoring and reading groups		Continue to fund for Marzano work.	
Prof&Curriclm Dev Vist Tchr		\$11,981.00	30106-1192	Subs for teachers to plan as PLCs around GVC and Standards-based grading, to support on track for promotion.		Continue to fund for marzano work	
Nurse Hrly		\$490.02	31820-1290	Nurse to follow up on absences and improve attendance due to		Continue to fund to support students.	Need to hire a nurse.

## Knox Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				COVID and pandemic			
Libry Media Tech OTBS Hly		\$2,472.82	31820-2280	Additional time for librarian on site to check out loaner computers for 1:1 to support access to instructional materials and on track for promotion.		Continue to fund to support 1:1 laptops.	
Health Prsnl PARAS Hrly		\$593.58	31820-2286	Health tech to follow up on absences due to covid pandemic improving attendance and grad rate.		Continue to fund for student health needs.	
Supplies		\$11,591.00	31820-4301	Supplies for students to have success in course work to stay on track for promotion- journals, planners, pens, pencils, highlighters, color pencils, butcher paper, chart paper, pencil cases, erasers, computer mice, headphones, brag tags for		Continue to fund to support class instruction.	



**Knox Middle** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				academic on track success			

**Goal 6 - Supporting Black Youth**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Conference Local		\$2,000.00	30100-5209	Conference such as AAAE		Continue to fund.	
Supplies		\$4,552.15	30106-4301	Supplies for student instruction such as pencils, rulers, markers, journals, lined paper, chart paper.		Continue to fund.	

## Knox Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Equipment Non Capitalized		\$333.00	30106-4491	Equipment such as supplemental classroom computers		Continue to fund. May want to increase.	
Classroom Teacher Hrly		\$6,854.32	31820-1157	Teacher to support additional tutoring time for academic achievement. Teacher to co-teach and push in to other classes to lower class size with additional intervention		Continue to fund for Marzano work.	

What are my leadership strategies in service of the goals?

**SCHOOL NAME: KNOX MIDDLE**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Counselor Hrly		\$5,990.50	09800-1260	Counselor time to call for grades and attendance. Build connections with	We continue to have a lot of		Knox had over 50% chronic

## Knox Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				families, home visits and safe culture	students absent from school.		absences in the 21-22 school year. Additional time required for counselors to connect with parents. CSI dashboard dial.
Contracted Svcs Less Than \$25K		\$2,000.00	09800-5853	Contracted services that support students- ex Fancy, Sports for Learning- Marzano level 1	The SEP partnerships provide mentoring for students.		Knox dropped suspension from 9% to 4%. Continue SEL groups to support Marzano level 1 activities on campus.

### Goal 2 - English Language Arts

#### Strategy/Activity 1

**\*Strategy/Activity - Description**

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

## Knox Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly		\$11,981.00	09800-1157	Tutoring, reading groups			Time for teachers to support students in tutoring.
Prof&Curriclm Dev Vist Tchr		\$11,981.00	09800-1192	Subs for teacher planning, lesson study, PLCs or PD	Teachers continue to need this time together to monitor student progress and to plan.		Time for teachers to plan as PLCs following the Marzano 3 PLC process of Critical concepts and building and analyzing common assessments.
Libry Media Tech OTBS Hly		\$399.27	09800-2280	Extra time for librarian to check out books to students			Continue to support 1:1 laptops for all students
Interprogram Svcs/Paper		\$3,000.00	09800-5733	Paper for instructional text			Paper for classroom instruction continues to be needed.

<b>Goal 3 - Mathematics</b>							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Software License		\$582.00	09800-5841	Desmos math program			Knox is 8% proficient in math. Desmos is a support for the CPM math curriculum.

**Goal 4- Supporting English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Within the classes designated in the master schedule, we will implement additional Tier 1 curriculum to support our students. Benchmark is the curriculum resource being used for all ALD 6 classes and ELD (including Amplify) and English 3D for ALD 7/8. All Knox students will have access to Achieve 3000 to support increasing reading and Lexile levels. Additional funds will be set aside in LCFF for ELPAC assessments and support. Our CSI and Title 1 budgets will include funds for online programs, professional development as well as tutoring.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tch Hrly		\$11,981.00	09800-1957	PLCs teacher planning	Teachers continue to need this time to plan to reach		Time for teachers to plan as PLCs following the Marzano 3 PLC



## Knox Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					level 3 Marzano certification	process of Critical concepts and building and analyzing common assessments.
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### Goal 5 – Supporting Students with Disabilities

#### Strategy/Activity 1

##### \*Strategy/Activity - Description

In order to support academic progress, Knox will continue to strengthen our co-teaching model. Co-teachers will have additional planning time with their Gen Ed partner teachers. Our paraprofessionals will also have additional time to attend trainings on minimum days. Teachers may need additional supplies to support differentiation in their classrooms. Professional Development will support the implementation of our CPM math program as well as support our school-wide reading and writing goals for our students.

##### \*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

## Knox Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<b>monitoring results, etc.).</b>	<b>progress monitoring results, etc.).</b>	
Classroom PARAS Hrly		\$2,661.80	09800-2151	Additional para time to support morning or afternoon classes outside of the regular schedule	Knox students with IEPs still fall far below proficiency in ELA, Math and Science.		Addition time for paras to support in the history and science classrooms.
Special Ed Tech Clsrn Hrly		\$399.27	09800-2154	Additional time for SETs as needed to support students outside of working hours			Addition time for paras to support in the history and science classrooms.
Sp Ed Instr Behavior Tech Hrly		\$399.27	09800-2162	Additional SEBT time to support students or classrooms with additional behavioral support			Additional support for students in the mod severe program when needed to support safety.

**Goal 7 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Parent engagement meetings and activities to support student achievement. Parents will be offered opportunities to attend conferences to develop strong school engagement connections. Parents will have access to use the student computer to check Power School Parent Portal to monitor grades and attendance.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Clerk I	0.12500	\$8,565.70	09800-2401	Clerk to support parents that call the school, come to the office, engage families			Knox had over 50% chronic absences in 21-22. Staff to support

## Knox Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				and connect with the community			attendance calls and contracts.
Clerical Substitute Hrly		\$6,654.50	09800-2456	Office support to connect with families			Knox had over 50% chronic absences in 21-22. Staff to support attendance calls and contracts.

### Goal 8- Graduation Promotion Rate

#### Strategy/Activity 1

##### \*Strategy/Activity - Description

Knox will use CSI funds to support extra hourly attendance clerk interventions. These include calling home and sending SARB letters. Counselors, Administrators, and teachers make frequent home visits to support attendance. In addition, Knox has partnered with partner organizations as part of CSI, to provide mentoring and intervention keeping students connected to the school.

Knox will also use LCFF funding for additional office staff to make phone calls for absent students.

Report cards will also be given to parents mid-way through each quarter and at the end of each quarter, so parents can see their student's grades and attendance. Parents also have access to Power School parent portal to monitor on site attendance.

##### \*Proposed Expenditures for this Strategy/Activity

##### Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.
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## Knox Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Attendance Asst	0.45000	\$19,718.09	09800-2404	Attendance clerk to connect with parents regarding chronic absenteeism, supporting on track for promotion	Continue to fund		Knox had over 50% chronic absences in 21-22. Staff to support attendance calls and contracts.
Guidance/Attend Asst Hrly		\$6,654.50	09800-2454	Support mailing SARB letters and scheduling parent conferences, while the counselors are working with students and parents.	Discontinue funding as no subs picked up this position.		
Supplies		\$12,000.00	09800-4301	Instructional supplies for all students to support academic lessons- headphones, computer mice, erasers, pencil cases, binders, paper, graphing journals, calculators, etc.			

## Knox Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Postage Expense		\$1,000.00	09800-5920	Mail home report cards			Connect with parents regarding grades and academics.
Lease of Printer/Duplicator		\$7,000.00	09800-5614	Copy instructional supports for all students to support academic success			

### Goal 6 - Supporting Black Youth

#### Strategy/Activity 1

**\*Strategy/Activity - Description**

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

## Knox Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
NonClstrm Prof&Curriclm DevHrly		\$2,396.20	09800-1971	Teachers attend trainings, PD, workshops conferences			Time for teachers to plan as PLCs following the Marzano 3 PLC process of Critical concepts and building and analyzing common assessments.
Interprogram Svcs/Duplicating		\$1,000.00	09800-5721	Copies for instructional materials			
Interprogram Svcs/Field Trip		\$2,000.00	09800-5735	Off campus learning opportunities such as the Getty museum, or SD Zoo to extend upon student learning.			

What are my leadership strategies in service of the goals?