Katherine L. Albiani Middle School

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Gabrielle Bajar

County-District-School (CDS) Code: 34673140108746

**Elk Grove Unified School District
Elk Grove, California**

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

IV. Goals, Actions and Services

Katherine L. Albiani Middle School | Focused Work: 2023-2024

Goal Setting (lcapid: 556)

State Priorities

Conditions of Learning:
- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:
- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:
- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

The school consulted with the LCAP Ed. partners as part of the planning process for this LCAP/Annual Review and Analysis. The link for the Needs Analysis Survey was sent to parents via Synergy Mail on Students participated in a Needs Analysis Survey through their Advocacy classes on Monday, October 10, 2022, with a 94% response rate. The link for the Needs Analysis Survey was emailed to staff on October 21, 2022.

KAMS Site Council discussed and reviewed the 2022-2023 plan, making careful note of the goals to be continued for 2023-2024 plan at the following School Site Council meetings:

- November 8, 2022
- January 10, 2023
- March 28, 2023
- May 17, 2023

KAMS and Pleasant Grove High School meet jointly as an English Learner Advisory Committee (ELAC). The committee meets throughout the year with varying topics on the agenda, including but not limited to an overview of the EL program at KAMS/PGHS, grades, attendance, parent involvement, the purpose of an ELAC, annual ELPAC testing, course selection for 7th-11th grade students, parent concerns, and to discuss how to improve our English Learner Program to ensure improved outcomes for all of our 7-12 KAMS/PGHS English Learners. The KAMS/PGHS ELAC met on the following dates for the 2022-2023 school year:

- August 30, 2022 at Sierra Enterprise Elementary School
- March 28, 2023 via Zoom
- April 27, 2023 via Zoom

The Site LCAP and Needs Analysis Survey data were discussed with KAMS staff throughout the year in the following ways:

- Pre-Service August 2022
- Monthly Staff Meetings (ongoing)
- Weekly Department/PLC Meetings (ongoing)
- Bi-Monthly Leadership Meetings
- Weekly Budget Meetings (ongoing)
- Monthly Department Chair Check-In Meetings (ongoing)

2. Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

Discussions with LCAP Ed. Partners and data collected from surveys were instrumental in aligning our funds to our site plan. After reviewing the data and discussing the results with Site Council, our task became very clear. It is a top priority to continue to fund time for our educators to work collaboratively in planning curriculum and developing meaningful assessments. Additionally, our educators need access to high quality professional development, which comes in different forms. Our climate and culture is in large part why KAMS operates at the level it does. PBIS & Activities help to make the entire experience for a student, family, or staff member truly exceptional. As the school begins its nineteenth year, there are items that need to be improved, enhanced, and/or refurbished in order for us to continue to deliver the level of program to which our we and our community have become accustomed.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As of the Spring of 2023, Students With Disabilities (SWD) entered into ATSI:

Student Group	ELA	MATH	CHRONICALLY ABSENT	SUSPENSIONS
Students with Disabilities	2	1	1	1

Throughout our site LCAP, we have set goals and determined actions in the hopes of addressing the inequities for Students With Disabilities (SWD) in academics, attendance, and behavior.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- **A-G Completion**
- **Access to Courses (Honors, AP/IB, CTE)**
- **AP/IB Exams**
- **CAASPP**
- **Content Standards Implementation**
- **CTE Sequence Completion**
- **EAP**
- **Other (Site-based/local assessment)**
- **Progress toward English Proficiency**
- **Redesignation**
- **Teacher Assignment**

Site Goal 1.1   (SiteGoalID: 6552) (DTS: 02/10/23)

Increase the percent of students who will meet or exceed standards in ELA, mathematics, and science.

- ELA will increase by 2% in met or exceeded
  - EL students will increase from 10% to 12%
  - SED students will increase from 50% to 52%
  - SWD will increase from 30% to 32%
  - African American students will increase from 57% to 59%
  - Hispanic students will increase from 49% to 51%
- Math will increase by 2% in met or exceeded
  - EL students will increase from 6% to 8%
  - SED students will increase from 41% to 43%
  - SWD will increase from 19% to 21%
  - African American students will increase from 45% to 47%
  - Hispanic students will increase from 34% to 36%

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Actions/Services 1.1.1   (SiteGoalID: 6552) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Continue development and analysis of grade level CCSS common curriculum for English Language Arts, mathematics, social science, science, physical education, academic intervention, and enrichment courses through release days, after school/summer hours and professional conference support. Provide Professional Development for teachers of English Learners, specifically in the area English Language Development. In order to continue to develop professionally, teachers will need access to professional conferences and training, including, but not limited to: • California League of Middle Schools (CLMS) Annual Conference • National Council for Teachers of Mathematics (NCTM) Asilomar Conference • California Science Education Conference (CSTA) • California Associate for Bilingual Education (CABE) • AVID Summer Institute • SCOE AVID Training • GLAD Training	• Classroom Observations • PLC Meeting Minutes • Formative/Summative assessment data results & analysis • Trainer of Teachers model for staff to present at meetings • Teacher Surveys • CAASPP Results • EL Coach Services Administrators will gather classroom observation notes throughout the supervision and evaluation process; much assessment data will be available via Illuminate; survey data is disseminated by Research & Evaluation. This data *may* be shared with staff at regular intervals and other stakeholders at regularly scheduled meetings.	

Actions/Services 1.1.2   (SiteGoalID: 6552) (DTS: 02/10/23)

Targeted Student Group(s)

• All • Black or African American • EL • Foster Youth • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Support teachers in use of StudySync (ELA), Desmos(math), Impact (Social Science), and Synergy through release days and ongoing training; provide funding to support teachers to attend related training, including but not limited to training for the math intervention program provided by the district. Enhance audio experience for students in Physical Education courses. Support teachers and students in the area of research & writing and academic integrity by purchasing a subscription to turnitin.com.	• CAASPP results • completion of electronic assignments • decrease in referrals for academic dishonesty • Academic Progress during progress and quarter grades • Formative & Summative assessment/ data results analysis • Common grade level assessment review (PLC) • Completion of electronic assignments decrease in referrals for academic dishonesty CAASPP results Assessment data will be available via Illuminate, Synergy, and Research & Evaluation; survey data is disseminated by Research & Evaluation. Progress & Term grades will be available via Synergy. This data *may* be shared with staff at regular intervals and other stakeholders at regularly scheduled meetings.	

Actions/Services 1.1.3   (SiteGoalID: 6552) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD • Two or More

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
Provide opportunities for students to learn about college options by accessing virtual and in-person college tours, materials about college and career options. Compensate AVID Coordinators.	- enrollment in AVID course - attendance at college field trips - attendance at AVID family night - Academic progress (every grading period) - Enrollment in advance/honors/accelerated courses 6 year plans Enrollment in AVID courses is available via Synergy; attendance at Family Events will be kept by AVID coordinators; Progress & Term grade data will be available via Synergy; This data *may* be shared with staff at regular intervals and other stakeholders at regularly scheduled meetings.	

Actions/Services 1.1.4   (SiteGoalID: 6552) (DTS: 02/10/23)

Targeted Student Group(s)

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • School-wide • SWD • White

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
Provide entrance fees to academic competitions, including, but not limited to:	Short Term Measures Student enrollment in each club/program	

- Robotics Tournaments
- Mathletes Competitions
- Science Olympiad
- Battle of the Books
- Scripps Spelling Bee

- Academic progress school connectedness attendance rate (if they are present then changes is that they'll participate if they are absent, they are not connected to school)
- Suspension rate Long Term Measure school culture and climate survey Social Emotional Learning

Discipline data is available via Synergy, and is shared at monthly PBIS Tier I meetings as well as with faculty at monthly meetings.

Actions/Services 1.1.5 (SiteGoalID: 6552) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Provide professional development in the areas of Arts, Media & Entertainment, Engineering, & Information & Communication Technologies, & Career Exploration pathways through training & conferences. Purchase materials and supplies for instruction: • Music Instruction books • art supplies/materials • Instructional Technology, e.g. MakeMusic online delivery platform • Scripts/Royalties for Theatre Arts & Musical Theatre courses • Materials for Television Journalism course, e.g.	• course enrollment numbers • number of course sections • teacher/student feedback about professional development experience maintained in personal PD log • CAASPP scores for students enrolled in CTE courses Information on course enrollment can be available via Synergy reports pulled by Data Processor; CAASPP scores are available via Research & Evaluation and the CA Dashboard.	

props, green screens, etc.
- Cameras for Digital Photo course
- Future Quest & Design Thinking modules

G-3829 Arts, Media, & Entertainment (Television Journalism, Musical Theatre/Theatre Arts, Digital Photo)

Support teachers and students with lesson delivery through the use of online subscriptions, including but not limited to:

- Pear Deck
- Edpuzzle
- KUTA
- Blooket

Duplication of lab manuals
Equipment enhancement/improvement

Purchase instructional supplies for science labs, art courses, dance classes/performances, PE units, and athletics.

Support the continued development of the middle school CTE courses that align with our high school pathways at Pleasant Grove High School: Agriculture Pathway (FFA), Digital Media Academy (DMA), Innovative Design and Engineering Academy (IDEA), Biomedical Academy, as well as those that do not align with the pathways at PGHS.

Site Goal 1.2   (SiteGoalID: 6556) (DTS: 02/10/23)

Staff will provide greater services, interventions and monitoring for EL students in order to support EL students in making adequate progress in their language development.
Increase EL classification by 1%, from 10.53% to 11.53%

Metric: Reclassified - Percent of English Learners Reclassified

Actions/Services 1.2.1   (SiteGoalID: 6556) (DTS: 02/10/23)

Targeted Student Group(s)

• EL

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

• Refine EL Mentor/Tutoring program through implementation of streamlined process; teachers identified by October; will agree to complete requested paperwork from EL administrator, as well as agree to a monthly check-in with the EL Administrator to report on the progress of EL students
 • Mentor/Tutoring program will provide EL academic support to students earning D's & F's, below 2.0 GPA, demonstrate low level of language acquisition, etc.
 • Compensate teachers for Initial and Summative ELPAC administration.
 • Provide light refreshments for ELAC meetings.
 	
 EL Coordination will be included in Teacher-In-Charge duties.
	• ELPAC/SBAC Results
	 • Teacher Surveys
	 • RFEP monitoring
	 • Academic Progress
	   ◦ Progress Reports
	   ◦ End of Term Grade Reports
	 • EL Walkthrough Data (with the help of FONT)
	
	 Most assessment data is made available via Research & Evaluation; REFP monitoring is handled by the EL Coordinator and EL Teachers and presented to staff at regular intervals.	

Funding Sources for District Goal 1	Amount	Description of Use

Academic Competitions (7206/0000)	$500	Contracts/Services/Subscriptions
AVID (7233/0000)	$4000	Certificated-Stipends
AVID (7233/0000)	$3300	Contracts/Services/Subscriptions
CTE (7235/0000)	$2400	Contracts/Services/Subscriptions
CTE (7235/0000)	$1600	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	$11766	Certificated- Timesheets
PreAP Training (7218/0000)	$5000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	$5000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	$7000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	$41000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	$38013	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	$9000	Materials/Supplies/Equipment
Visual & Performing Arts (VAPA) (7450/0000)	$3500	Contracts/Services/Subscriptions
Visual & Performing Arts (VAPA) (7450/0000)	$3500	Materials/Supplies/Equipment

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- **Assessment System**
- **Data and Program Evaluation**
- **Other (Site-based/local assessment)**

Site Goal 2.1   (SiteGoalID: 6824) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1   (SiteGoalID: 6824) (DTS: 03/31/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
Administration & Teaching staff will present advocacy lessons in preparation for CAASPP testing.	Testing Coordinator will keep track of student completion rates and share data with staff as necessary.	

Site Goal 2.2   (SiteGoalID: 6553) (DTS: 02/10/23)

Professional learning communities will use assessment data, specifically from the Illuminate program, to improve instruction for all students, with extra support provided for low-performing, EL, and special education students. In the 2022 CAASPP administration, 10% of our EL students met or exceeded the standard in ELA, and 6% of our EL students met or exceeded the standard in Math. The desired outcome in an increase of 2%, from 10% to 12% in ELA and from 6% to 8% in Math.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1   (SiteGoalID: 6553) (DTS: 02/10/23)

Targeted Student Group(s)

• EL • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
PLCs will create/refine, and administer assessments containing **at least two common questions** during the 2023-2024 school year, developed during release time or after school/summer work time.	• PLC Meeting Minutes • Formative & Summative Common Assessment Data • Illuminate Data • Academic Progress Data • FONT Walkthrough Data	

Teachers will analyze their own student assessment data to inform needs of students and modifications of instruction. Teams will analyze data and modify instruction as necessary.	Administrators will gather PLC meeting minutes throughout the supervision and evaluation process; much assessment data will be available via Illuminate; academic progress data is available via Synergy; FONT walkthrough data will be available via Research & Evaluation. This data *may* be shared with staff at regular intervals and other stakeholders at regularly scheduled meetings.	

Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7201/0000)	$10000	Certificated- Timesheets

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation**
- **Expulsion**
- **HS Dropout**
- **MS Dropout**
- **Other (Site-based/local assessment)**
- **School Climate**
- **Social Emotional Learning**
- **Suspension**

Site Goal 3.1   (SiteGoalID: 6554) (DTS: 02/10/23)

Focus on Social Emotional Learning, including instruction around building empathy & bullying prevention by continuing our work in building a positive school climate and culture.

Metric: School Climate - Average Favorability Rating

Actions/Services 3.1.1   (SiteGoalID: 6554) (DTS: 02/10/23)

Targeted Student Group(s)

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

Continued focus on building a positive school climate and culture through PBIS Committee work and school-wide safety procedures including but not limited to:
 	
• Student Agendas (containing schoolwide behavior expectations, academic & SEL resources)
• PBIS Kickoff - planning, supplies, uniforms
• PBIS Annual Conference
• SEL Curriculum
• Community Equity Partnership Meetings
• PBIS Signage & Banners
• Contracts with motivational speakers for assemblies & other events
• speaker for sound system for schoolwide assemblies & events
	• California Healthy Kids Survey (CHKS)
	• Social Emotional Learning/Culture & Climate Survey (SEL/CC)
	• PBIS Assessments
	  ○ Self-Assessment Survey (SAS)
	  ○ Tiered Fidelity Inventory (TFI)
	
	Survey data is made available via Research & Evaluation; PBIS surveys are administered locally at the site and shared with PBIS Tiers I & II and faculty.	

Actions/Services 3.1.2   (SiteGoalID: 6554) (DTS: 02/10/23)

Targeted Student Group(s)

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

- Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- How often and when will it be collected? - Who will it be shared with and when?	
Continued movement to PBIS Tier III; continue yearly theme surrounding kindness - "Be Your Best"	- California Healthy Kids Survey (CHKS) - Social Emotional Learning/Culture & Climate Survey (SEL/CC) - Synergy Reports - Behavior - PBIS Assessments - Self-Assessment Survey (SAS) - Tiered Fidelity Inventory (TFI) Survey data is made available via Research & Evaluation; PBIS surveys are administered locally at the site and shared with PBIS Tiers I & II and faculty.	

Site Goal 3.2   (SiteGoalID: 6560) (DTS: 02/10/23)

Close the disproportionality gap in regards to the discipline of students.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1   (SiteGoalID: 6560) (DTS: 02/10/23)

Targeted Student Group(s)

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
Increase positive supports for students struggling academically and behaviorally through Tier II	California Healthy Kids Survey (CHKS)	

work and Multi-Tiered System of Supports (MTSS) through release time for PBIS Tier II team members.
 	
Reinstitute an "in-between" accountability measure for students in the form of lunch detention
	• Social Emotional Learning/Culture & Climate Survey (SEL/CC)
	• PBIS Assessments
	  ○ Self-Assessment Survey (SAS)
	  ○ Tiered Fidelity Inventory (TFI)
	• Synergy Reports
	  ○ Behavior
	  ○ Academics
	  ○ Attendance
	
	Survey data is made available via Research & Evaluation; PBIS surveys are administered locally at the site and shared with PBIS Tiers I & II and faculty.	

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment
Student Fees (2312/0000)	$500	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	$2000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	$5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	$5500	Materials/Supplies/Equipment

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- **Attendance Rate**
- **Chronic Absentee Rate**
- **Family and Community Engagement**
- **Input in Decision Making**
- **Other (Site-based/local assessment)**
- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1   (SiteGoalID: 6555) (DTS: 02/10/23)

Increase parent, family, and community engagement and communication.

Metric: Parents indicating opportunities for parent involvement

Actions/Services 4.1.1   (SiteGoalID: 6555) (DTS: 02/10/23)

Targeted Student Group(s)

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

Parent Opportunities including, but not limited to:
 	
 • Synergy ParentVUE
   ○ informational sessions on how to get/stay involved
 • Family Lunch on the Quad
 • Community Equity Partnership Meetings
   ○ compensate staff members for attendance at meetings outside of contract day
 • Parent University
 • Career Fair Day
 • Join Me at School Days (FKA Bring Your Parent to School Day)
 • PBIS Committee
 • School Site Council
 • AVID Family Nights
 • Parent Teacher Home Visit Project
   ○ staff members to be compensated via funding from FACE Department
	• Attendance at family/community events
	 • Increase in number of parents registered for Synergy
	 • Parent Survey
	
	 Administration will keep track of attendance and Synergy use.	

Actions/Services 4.1.2   (SiteGoalID: 6555) (DTS: 02/10/23)

Targeted Student Group(s)

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Parent Outreach • focused outreach to subgroups disproportionately represented in GATE/Honors courses; • compensate GATE Coordinator Parent Teacher Home Visit Project • staff training • compensate staff members for their time preparing for home visits. • attendance at National Community Schools & Family Engagement Conference	• Attendance at family/community events • Increase in number of parents registered for Synergy • Parent Survey • Staff Survey • SBAC/ELPAC Results Administration will keep track of attendance and Synergy use. SBAC/ELPAC results are made available via Research & Evaluation; local surveys administered at site. All data can be shared with stakeholders periodically.	

Actions/Services 4.1.3   (SiteGoalID: 6555) (DTS: 02/10/23)

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income • R-FEP

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

• Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• How often and when will it be collected? • Who will it be shared with and when?	
Refine current ELAC practices in order to engage with the families of English Learners in a more authentic way.	• Attendance at ELAC/DELAC meetings Principal & EL Coordinator will keep track of attendance at all meetings.	

Site Goal 4.2   (SiteGoalID: 6562) (DTS: 02/10/23)

Reduce the percent of students chronically absent from 16.1% to 15% as measured on the CA Dashboard.

- Reduce the percent of African American students chronically absent from 27.1% to 26% as measured on the CA Dashboard
- Reduce the percent of English Learner students chronically absent from 25.8% to 24.8% as measured on the CA Dashboard
- Reduce the percent of Hispanic students chronically absent from 24.9% to 23.9% as measured on the CA Dashboard
- Reduce the percent of Students with Disabilities chronically absent from 30.5% to 29.5% as measured on the CA Dashboard
- Reduce the percent of Socioeconomically Disadvantaged students chronically absent from 26.9% to 25.9% as measured on the CA Dashboard

Metric: Percent Chronically Absent

Actions/Services 4.2.1   (SiteGoalID: 6562) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • R-FEP • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
KAMS Administrative and Clerical staff will continue to reach out to families before the school year begins. Synergy offers multiple	Metrics may include: • School Attendance Rates	

reports to allow staff to observe attendance patterns, specifically it allows for the identification of individuals and groups of students who are missing 10% of their days on roll. One member of the administrative staff is designated to work with chronically absent students to provide additional supports.

Continue work with the Regional Attendance Improvement Technicians to support families with attendance concerns.

- Chronic Absenteeism Rate
- Overall Attendance Rates
- CA Dashboard Absentee Rates

Data can be shared periodically with all stakeholders at appropriate meetings.

Funding Sources for District Goal 4	Amount	Description of Use
AP Recruitment (7225/0000)	$1000	Certificated- Timesheets
GATE (7205/0000)	$1000	Certificated-Stipends
GATE (7205/0000)	$4000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	$6000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Academic Competitions (7206/0000)	Contracts/Services/Subscriptions	$500				$500
AP Recruitment (7225/0000)	Certificated- Timesheets				$1000	$1000
AVID (7233/0000)	Certificated-Stipends	$4000				$4000
AVID (7233/0000)	Contracts/Services/Subscriptions	$3300				$3300
CTE (7235/0000)	Contracts/Services/Subscriptions	$2400				$2400
CTE (7235/0000)	Materials/Supplies/Equipment	$1600				$1600
EL Supplemental (7250/0000)	Certificated- Timesheets	$11766				$11766
GATE (7205/0000)	Certificated-Stipends				$1000	$1000
GATE (7205/0000)	Materials/Supplies/Equipment				$4000	$4000
PBIS (7440/0000)	Materials/Supplies/Equipment			$1000		$1000

Category (Code)	Type					Total
PreAP Training (7218/0000)	Contracts/Services/Subscriptions	$5000				$5000
Student Fees (2312/0000)	Contracts/Services/Subscriptions	$5000				$5000
Student Fees (2312/0000)	Materials/Supplies/Equipment	$7000		$500		$7500
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	$41000	$10000	$2000		$53000
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	$38013		$5000		$43013
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	$9000		$5500	$6000	$20500
Visual & Performing Arts (VAPA)(7450/0000)	Contracts/Services/Subscriptions	$3500				$3500
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	$3500				$3500

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

> KAMS has below 40% of enrollment of unduplicated students. The most economical use of funds is to include low-performing and struggling students into intervention classes and before/after school enrichment opportunities. In addition, Honors courses, AVID, and high school level electives are available to all students. We will continue our family and community engagement through the Parent Teacher Home Visit Project.

V. Funding

Katherine L. Albiani Middle School (405) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
2150 Regular Education (7-8) **0000** Unrestricted	0.0000	$0	$118,786	$118,786	$118,786	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0.0000	$0	$12,500	$12,500	$12,000	$0	$500	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0.0000	$0	$116,513	$116,513	$88,013	$10,000	$12,500	$6,000	$0
7205 Gifted and Talented Education (GATE) 7-8 **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$0	$0	$0	$5,000	$0
7206 Academic Competitions **0000** Unrestricted	0.0000	$0	$500	$500	$500	$0	$0	$0	$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
7225 Honors/Advanced Placement Outreach (OCR) **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$0	$1,000	$0
7233 AVID Support **0000** Unrestricted	0.0000	$0	$7,300	$7,300	$7,300	$0	$0	$0	$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment **0000** Unrestricted	0.0000	$0	$4,000	$4,000	$4,000	$0	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.0000	$0	$11,766	$11,766	$11,766	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7450 Visual & Performing Arts	0.0000	$0	$7,000	$7,000	$7,000	$0	$0	$0	$0

(VAPA) **0000** Unrestricted								
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$290,365	$290,365	$254,365	$10,000	$14,000	$12,000	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$290,365

		Signatures: (Must sign in blue ink)	Date
Principal	Brie Bajar		
School Site Council Chairperson	Amy Solkovits		
EL Advisory Chairperson	Mahmoud Maharmeh		