



## **Katherine L. Albiani Middle School**

# **Local Control Accountability Plan (LCAP) 2017 - 2018**

Principal: \_

(Signature): \_

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

Approved by the Elk Grove Unified School District Board of Education on \_

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

## Goal Setting

### 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.

### A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>School staff met with School Site Council on the following dates:                      5/17/17 - discussion of 16-17 plan                      8/15/17 - review of 16-17 plan; discussion regarding continuing, modifying or expanding, or discontinuing goals from 16-17                      8/28/17 - continued review of 16-17 plan; discussion of feedback from all stakeholders                      9/12/17 - presentation of 17-18 draft plan; discussion regarding modifications or edits to the 17-18 plan</p> <p>Feedback was solicited from staff via department chairs on 9/6/17.</p> <p>School staff meets with parents quarterly for Coffee at KAMS. This provides parents the opportunity to receive pertinent school information and to ask questions.</p>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>School Site Council members (including staff, parents, and students) discussed successes and challenges from 2016-2017 school year and gave feedback on summary; department chairs discussed with staff at department meetings and provided feedback on continuing, expanding or modifying, or discontinuing goals from 2016-2017 LCAP.</p>

### B. Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>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.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• A-G Completion</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> </ul>
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- Instructional Materials
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 1.1**

Increase the number of students who will meet standards in ELA, mathematics, social science, and science.

**Metric:** CAASPP

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue development and analysis of grade level CCSS common curriculum for ELA, mathematics, social science, and science through release days and professional conference support.	Quality classrooms and schools evolve around powerful teaching and learning for each student. Three sources from the extensive research literature on high quality instruction are briefly described below. J. McTighe's widely researched and used <i>Understanding by Design</i> (2004) focuses primarily on delineating and guiding sound curriculum design. C.Tomlinson's equally widely researched and used <i>How to Differentiate Instruction in Mixed Ability Classrooms</i> (2001) focuses primarily on an instructional delivery model - processes and procedures to ensure that all students learn. The integration of these models - <i>Integrating Differentiated Instruction and Understanding by Design</i> (Tomlinson & McTighe, 2001) provides compelling evidence and tools to connect content with students' learning needs - an imperative for students to learn CCSS.	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• PLC Meeting Minutes</li> <li>• Common Assessment Data</li> </ul>

**What funding source will you use?**

Supplemental Concentration

- \$16,000
  - release days & timesheets = \$1,400
  - PLC Training = \$14,600

Regular Education

- \$10,000
  - conferences = \$5,085
  - timesheets & release days = \$4,915

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- All • EL • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Support teachers in use of StudySync (ELA), Desmos (math) and Synergy through release	Cohen and Dacanay (1992) document greater student achievement percentile gains	<ul style="list-style-type: none"> <li>• Trainer of Teachers model for staff to present at meetings</li> </ul>

days, the purchase of chromebooks, and ongoing training; provide funding to support teachers to attend related training.

In order to continue to develop professionally, teachers will need access to professional conferences. For example:

- California League of Middle Schools (CLMS) Annual Conference
- National Council for Teachers of Mathematics (NCTM) Asilomar Conference
- California Science Education Conference (CSTA)

with teacher using technology as a supplement to instruction (gain of 21 percentile points) vs. using technology to replace the teacher (gain of 41 points.) See "Computer-based instruction and health professions education: a meta-analysis of outcomes." *Evaluation and the Health Professions*, 15 (3) 250-281.

- Teacher Surveys
- Increased number of chromebooks

**What funding source will you use?**

Supplemental Concentration

- \$10,360
  - release days & timesheets = \$1,620
  - conferences = \$6,140
  - chromebooks = \$2,600

**Actions/Services 1.1.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Refine our school-wide emphasis on TBEAR paragraph structure; begin movement beyond TBEAR based on department and student progress and ability.	<i>The Complete Guide to Tutoring Struggling Readers: Mapping Interventions to Purpose and CCSS</i> , by P. Fisher, A Bates and D. Gurvitz (2014) provides detailed research-based guidance on tutoring, including: components of a lesson, print skills and the development of word knowledge, contextual reading and fluency, vocabulary development, oral language and literacy, comprehension of text, writing, and reading connections. A central finding is that intervention needs to be specific, address the needs of the students and do so in the zone of proximal development.	<ul style="list-style-type: none"> <li>• PLC Meeting Minutes</li> <li>• Student Writing Samples</li> </ul>

**What funding source will you use?**

No funding needed

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Support academic achievement and	Effective practices in reading and writing	<ul style="list-style-type: none"> <li>• CAASPP data</li> </ul>

<p>enrichment learning by:</p> <ul style="list-style-type: none"> <li>• Expansion of before and after school tutoring, including targeted EL tutoring</li> <li>• Expansion of before school and lunch computer lab access</li> <li>• Before and after school support and enrichment classes</li> <li>• Summer School, JumpStart and refinement of GATE oportunites</li> <li>• Targeted mentoring/intervention teams</li> </ul>	<p>tutoring programs include a knowledgeable coordinator, training for volunteers and coordination between classroom instruction and volunteers. (Lauer, 2004, <a href="http://www.McCREL.org">www.McCREL.org</a>)</p>	<ul style="list-style-type: none"> <li>• Mid-quarter Progress Reports</li> <li>• Quarter Report Cards</li> </ul>
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<p><b>What funding source will you use?</b></p>
<p>Extended Day</p> <ul style="list-style-type: none"> <li>• \$44,313</li> </ul>

**Site Goal 1.2**

Staff will provide greater services, interventions and monitoring for EL students in order to support EL students in meeting federally mandated AMAOs.

**Metric:** Progress toward English Proficiency

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- EL • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>EL program to continue to offer SDAIE English 7 and SDAIE English 8, as well as cluster Social Science 7 and Science 7; continue offering cluster support classes for Social Science 8 and Science 8</p>	<p>Karen Hawley Miles and Stephen Frank in <i>The Strategic School: Making the Most of People, Time and Money</i> (Corwin Press, 2008) explore the relationship between school spending, organization and student achievement and identify schoolwide-research-based strategies for maximizing the likelihood that shcool make best use of the resources they have in order to promote high quality teaching and learning. Some of these include: managing a long-range plan to allocate resources to the school's most important priority to improve student achievement through strategic hiring, support for collaborative teams, attention to master schedule, student assignment, and reduction in class size at the early grades. Ideally, a robust curriculum, differentiated instruction, and effective use of resources will address a majority of student learning needs, When they are insufficient, targeted interventions may be effective under specific conditions.</p>	<ul style="list-style-type: none"> <li>• CELDT/ELPAC Results</li> <li>• ELA SBAC Results</li> </ul>

<p><b>What funding source will you use?</b></p>
<p>Regular Education Allocated FTE</p>

**Actions/Services 1.2.2**

**Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Participate in district SDAIE Professional Development opportunities; EL coach to offer support to site teachers through staff meetings throughout the school year	California Education Code requires that students be provided with Specifically Designed Academic Instruction in English (SDAIE). However, there is no formal definition or research base to inform a consistent definition of SDAIE and consequently, the EL research community endorses sheltered content instruction, where full waivered bilingual education is not feasible.	<ul style="list-style-type: none"> <li>• CELDT/SBAC Results</li> </ul>

**What funding source will you use?**

EL Supplemental

- \$1,600

**Actions/Services 1.2.3**

**Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>• 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</li> <li>• Compensate teachers for CELDT/ELPAC administration</li> </ul>	"Tier III provides intensive research-based instruction for students who do not adequately respond to Tier II level interventions. Tier III level interventions may serve as either a supplement or replacement for core classroom and Tier I and Tier II level instruction. Tier III supports are provided as a replacement for traditional classroom instruction only when the student's performance is significantly below grade level standards." <i>Response to Intervention and English Language Learners</i> ; Hanover Research Jul. 20, 2012	<ul style="list-style-type: none"> <li>• CELDT/SBAC Results</li> <li>• Teacher Surveys</li> </ul>

**What funding source will you use?**

EL Supplemental

- \$6,420
  - \$2,790 to administer CELDT/ELPAC

**Actions/Services 1.2.4**

<b>Principally Targeted Student Group</b>		
<ul style="list-style-type: none"> <li>• EL • R-FEP</li> </ul>		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
<p>EL Coordinator will monitor RFEP students 1st and 3rd quarters, as required by district</p>	<p>In accordance with State Law and Title III of the No Child Left Behind Act of 2001, schools are required to <u>regularly</u> monitor the academic progress of reclassified (RFEP) students for a <u>minimum of two years</u> to assure proper placement and offer additional academic and other appropriate support if necessary. RFEP students are expected to meet or exceed state grade-level content standards, and to meet the A-G requirements for high school graduation, thereby demonstrating they have not been left with any substantive linguistic and/or academic needs.</p> <p>RFEP students are expected to make adequate progress by meeting or exceeding grade-level content standards in English Language Arts (ELA) and Math.</p> <p>RFEP students who do not meet these expectations must be provided intervention services based on individual need.</p> <p><a href="https://sites.google.com/site/lausdlab/monitoring-rfep-students-3-track-secondary">(<a href="https://sites.google.com/site/lausdlab/monitoring-rfep-students-3-track-secondary">https://sites.google.com/site/lausdlab/monitoring-rfep-students-3-track-secondary</a>)</a></p>	<ul style="list-style-type: none"> <li>• CELDT/SBAC Results</li> <li>• Mid-quarter Progress Reports</li> <li>• Quarter Report Cards</li> </ul>
<b>What funding source will you use?</b>		
<p>EL Supplemental Program Services</p> <ul style="list-style-type: none"> <li>• 0.08 FTE</li> </ul>		

<b>Site Goal 1.3</b>	
Close the achievement gap with the lowest performing subgroups.	
<b>Metric:</b> CAASPP	

<b>Actions/Services 1.3.1</b>		
<b>Principally Targeted Student Group</b>		
<ul style="list-style-type: none"> <li>• Black or African American • EL • Hispanic or Latino • Low Income • R-FEP • SWD</li> </ul>		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
<p>Provide admin/counseling team support with academic counseling and mentoring</p>	<p>Caution needs to be taken in how interventions are designed. Under pressure to raise outcomes, some schools and districts have adopted limited strategies and random interventions, not connected to regular classroom instruction, with limited academic results. See A. Bryk, et. al., <i>Organizing Schools for Improvement. Lessons from Chicago (2010)</i> and W. Norton Grubb, <i>The Money Myth: School Resources, Outcomes, and Equity (2009)</i> on improving the quality of interventions and avoiding pitfalls of adopting drill and practice and repetitive English and math skills courses.</p>	<ul style="list-style-type: none"> <li>• CELDT/SBAC Results</li> </ul>

**What funding source will you use?**

No additional funding required.

**Actions/Services 1.3.2**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Refine GATE Committee to facilitate qualifying new GATE students by working to identify underrepresented students; expand GATE opportunities to students in the form of student workshops and field trips via GATE funding; compensate GATE coordinator via stipend and benefits; provide Professional Development (conferences, release days, travel costs, cost of substitutes)	Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at <a href="http://www.gifted.uconn.edu/nrcgt/rbdm9204.pdf">www.gifted.uconn.edu/nrcgt/rbdm9204.pdf</a> and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education Students", in <i>Journal of Education Research</i> , volume 83, pages 313-336.	<ul style="list-style-type: none"> <li>• Number of students newly identified for GATE</li> <li>• Number of students in Honors courses</li> </ul>

**What funding source will you use?**

GATE

• Stipend	(1180)	\$ 520.00
Benefits	(3000)	\$ 120.00
Travel/Conference/ GATE Conf.	(5220)	\$2950.00
Traveling Shakespeare	(5220)	\$ 420.00
Registration Fees/ Middle Stage Fest	(5898)	\$610.00
<b>Total</b>		<b>\$ 4,620.00</b>

**Actions/Services 1.3.3**

**Principally Targeted Student Group**

- EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
PBIS and ad hoc committee to analyze data, both behavioral and below 2.0 GPA list, and to specifically analyze data of targeted subgroups in order to determine necessary supports - for example: Foster Youth, EL, and Low Income students; information provided to staff via presentation or email; monitor progress of students (Fostery Youth, EL, Low Income) and provide necessary administrative, counseling, interventions, and/or academic supports	Schools are responsible to teach academics and social behavior skills. We teach all students our academic curriculum to address grade level expectations (GLEs). We teach students to be safe, respectful, responsible learners in the classroom, hallways, playground and all other settings. We know these Tier I universal expectations that we teach, practice and recognize every day help create a predictable and positive learning environment. However, some students do not respond to our quality Tier I universal academic and behavioral instruction. Students who need additional support may display behaviors externally or of equal concern, are students who internalize the stress of school and home. The goal is to provide support to these students to meet their needs, to keep them in class learning	<ul style="list-style-type: none"> <li>• Synergy Reports                             <ul style="list-style-type: none"> <li>◦ Academics</li> </ul> </li> </ul>



and to avoid escalation to more intensive services.  
 ([http://www.pbis.org/common/cms/files/pbisresources/8APBS\\_MU\\_SWPBS\\_TierII\\_Guidebook.pdf](http://www.pbis.org/common/cms/files/pbisresources/8APBS_MU_SWPBS_TierII_Guidebook.pdf))

**What funding source will you use?**

PBIS Coordination

- 0.2 FTE

**Actions/Services 1.3.4**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>PBIS work - continuing focus on climate and culture so students are motivated to do well academically</p>	<p>This relationship between academic performance and problem behaviors has also been studied at the middle school and high school levels (Fleming, Harachi, Cortes, Abbott &amp; Catalano, 2004; Larsen, Steele, &amp; Sailor (in press); Morrison, Anthony, Storino, &amp; Dillon, 2001; Roeser, Eccles &amp; Sameroff, 2000; Tobin &amp; Sugai, 1999). Tobin and Sugai (1999) found that individual student academic failure in high school was correlated with three or more suspensions in ninth grade. They also found correlations between grade point average (GPAs) and specific types of ODR behaviors (fighting, harassing and threats of violence, nonviolent misbehavior) for boys in sixth grade. Morrison, Anthony, Storino, and Dillon (2001) reviewed the records of students who were referred to an in-school suspension program. Those students who had no previous ODRs had higher GPAs than the students who had ODRs. Roeser, Eccles, and Sameroff (2000) found the relationship strengthen over the course of middle school between problematic behavior and academic performance. Murdock, Anderman, and Hodge (2000) used a Likert discipline scale rating of 1 (never) to 5 (four or more times this year) to assess the frequency of 4 student self-reported discipline events with 9th graders. These events were: (a) being sent to the assistant principal, (b) receiving detention, (c) receiving in-school suspension, and, (d) receiving out of school suspension. The discipline scores demonstrated a negative correlation with grades. Larsen, Steele, &amp; Sailor (in press) examined ODRs and suspensions with performance on standardized reading and math tests in an urban middle school. The number of ODRs and suspensions a student received predicted lower scores on standardized reading and math tests. The findings of these studies demonstrate that academic performance and future problematic behavior are related across grade levels and that higher rates of ODRs and suspensions are correlated with lower scores on academic assessments in the upper grades. <i>Academic Achievement and the Implementation of School-wide Behavior Support</i> Robert F. Putnam, May Institute Robert H. Horner, University of Oregon,</p>	<ul style="list-style-type: none"> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> <li>• Synergy Reports                         <ul style="list-style-type: none"> <li>◦ Academic</li> </ul> </li> </ul>

Robert Algozzine, University of North Carolina at Charlotte  
 (<https://www.pbis.org/common/cms/files/Newsletter/Volume3%20Issue1.pdf>)

**What funding source will you use?**

PBIS Coordination

- 0.2 FTE

No additional funding needed.

**Actions/Services 1.3.5**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Counselors continue identification of underrepresented excelling students to encourage Honors courses	The National Academy of Sciences (Donovan & Cross, 2002) documented that, although there has been an increase in the representation of American Indian and Native Alaskan, Black, and Hispanic students identified as gifted, the underrepresentation of these groups continues to plague our educational system. The report points out that, although there is considerable variation among states, Black and Hispanic students are less than half as likely to be in gifted programs as White students, and American Indian and Native Alaskans fall between Blacks and Whites. The <i>National Excellence</i> report (U.S. Department of Education, 1993) documented the underrepresentation of low-income students with National Education Longitudinal Study data indicating that only 9% of students in gifted and talented programs were categorized in the bottom quartile of family income. Callahan, Carolyn M., <i>Theory into Practice</i> , 44(2), 98-104.	<ul style="list-style-type: none"> <li>• Number of students enrolled in Honors courses</li> <li>• Synergy                             <ul style="list-style-type: none"> <li>◦ Grade Reports</li> </ul> </li> </ul>

**What funding source will you use?**

No additional funding needed.

**Actions/Services 1.3.6**

**Principally Targeted Student Group**

- Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Expand student supports - four AVID classes taught by three content area teachers, Honors Workshop & MSAT (Multiple Strategies for Academic Transitions) elective, continue extended day, tutoring, summer school, JumpStart and GATE specific opportunities	AVID has been extensively researched, and where implemented with fidelity, is associated with improved student academic achievement and increased academic opportunities for traditionally underrepresented students. See the AVID Research Web-page, at <a href="http://www.AVID.org/research.ashx">www.AVID.org/research.ashx</a>	<ul style="list-style-type: none"> <li>• Increase in the number of students enrolled in AVID courses earning S.O.A.R. (Students Outstanding Academic Rewards)</li> <li>• CAASPP scores for AVID students</li> <li>• Increase in the number of sections of Honors courses offered/requested</li> <li>• Mid-quarter Progress Reports</li> <li>• Quarter Report Cards</li> </ul>

**What funding source will you use?**

Extended Day

- \$5,000

Regular Education

- 0.2 FTE

AVID Support

- 0.4 FTE

Supplemental Concentration

- \$800

**Actions/Services 1.3.7**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Parent outreach to include the Parent Teacher Home Visit Project, to support students below 2.0 GPA, as well as to encourage those qualified to try Honors courses</p>	<p>Many low performing students have non-educational, as well as educational, needs, which impact their academic performance. [Wilkinson, R. and Pickett, K. (2009) <i>The Spirit Level: Why Greater Equality Makes Societies Stronger</i>. New York, Bloomsbury] Wrap-around services, including clothing, meals, mental health services, supplies and other supports for the most high need students are associated with improved personal well-being, greater student engagement, improved academic performance and fewer negative interactions with the law.</p>	<ul style="list-style-type: none"> <li>• Synergy Reports                             <ul style="list-style-type: none"> <li>◦ GPA</li> </ul> </li> <li>• Number of students enrolled in Honors courses</li> </ul>

**What funding source will you use?**

Family and Community Engagement

- \$450

**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
- Student Information System

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**Site Goal 2.1**

Professional learning communities will use assessment data to improve instruction for all students, with extra support provided for low-performing, EL, and special education students.

**Metric:** Student Information System

**Actions/Services 2.1.1****Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
PLCs will administer and analyze <b>at least four</b> common assessments during the 2017-2018 school year.	Assessment is formative when teachers gather, interpret, and use evidence about student performance to make decisions about next steps in instruction. (Tomlinson, C.A. & Moon, T.R. (2013) <i>Assessment and Student Success in a Differentiated Classroom</i> . Formative assessment is a process which comes in many forms and builds both teacher and student knowledge. Black and William (2009) have documented how formative assessment can improve student achievement. (See Black, P. & William, D., "Developing a Theory of Formative Assessment" in <i>Educational Assessment, Evaluation, and Accountability</i> , 21 (1), 5-31.	<ul style="list-style-type: none"> <li>• PLC Meeting Minutes</li> </ul>

**What funding source will you use?**

No additional funding necessary.

**Actions/Services 2.1.2****Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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.	To gain a deeper understanding of students' learning needs, teachers need to collect data from multiple sources, such as annual state assessments, interim district and school assessments, classroom performance data, and other relevant data. A districtwide data system allows teachers to aggregate data by classroom, content areas, or assignment type to identify patterns in performance. <i>Using Student Achievement Data to Support Instructional Decision Making.</i> <a href="http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf">http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf</a>	<ul style="list-style-type: none"> <li>• PLC Meeting Minutes</li> <li>• Common Assessment Data</li> </ul>

**What funding source will you use?**

No additional funding needed.

**Actions/Services 2.1.3**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Annual development/revision of individual and department SMART goals as tied to the school LCAP goals	Goal setting is the process of establishing an outcome (a goal) to serve as the aim of one's actions. In educational settings, the ultimate outcome is usually some form of learning as operationalized by the instructor and/or the students (Marzano, Pickering, & Pollock, 2001, p. 93). This paper focuses on higher education, where there are multiple ways in which goal setting can advance learning. <a href="https://vpal.harvard.edu/publications/setting-goals-who-why-how">https://vpal.harvard.edu/publications/setting-goals-who-why-how</a>	<ul style="list-style-type: none"> <li>• Department Goals submitted to Supervising Administrator</li> </ul>

**What funding source will you use?**

No additional funding needed.

**Site Goal 2.2**

Increase student access to technology-based EL instruction.

**Metric:** Data and Program Evaluation

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

- EL • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Refine EL curriculum (Inside) and SDAIE strategies; continue SDAIE English and Social Science 7/Science 7 clusters; expand cluster support to 8th grade; use of NEWSELA with lexile levels/quizzes	<p>Language development and sheltering techniques should be incorporated into content instruction.</p> <p>Sheltered instruction strategies, or SDAIE (Specially De- signed Academic Instruction in English), provide com- prehensible input for any content area. The term com- prehensible input refers to strategies that enable ELLs to understand the essence of a lesson by means of context or visual cues, clarification, and building background knowledge that draws on students' experiences (Krashen and Terrell 1983).</p> <p>One way to develop consistency and coherence in schools and districts is to begin with setting explicit academic goals that are understood and shared by the school community—principally teachers and administra- tors, but also students and families. This was a finding of several studies. Parrish et al. (2006), for example, found that schools with higher EL</p>	<ul style="list-style-type: none"> <li>• CELDT/ELPAC Results</li> </ul>

achievement set academic goals by maintaining:

- school-wide focus on English Language Development (ELD) and standards-based instruction;
- shared priorities and expectations with regard to educating English Learners; and
- curriculum and instruction targeted to English Learner progress.

<https://www.sewanhahaschools.org/cms/lib3/NY01001491/Centricity/Domain/2473/KDP%20article%20series%20on%20ELLS.pdf>

**What funding source will you use?**

Regular Education FTE

**Actions/Services 2.2.2**

**Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Improve capacity to support EL students in technology-based instruction by funding more chromebooks for EL use</p>	<p>We are often asking our ELLs to play a game in which we have not only failed to give them the rules but we are handicapping them in terms of equitable equipment needed to play. We must not only determine, but then initiate, practices that will support and propel ELLs to the finish line with success. It is not only fair, but it is the moral thing to do. Fair does not always mean equal and equal does not mean equity. We must implement equitable practices within our schools to fill in the economic social, and extracurricular gaps for all children. <i>Leading Learning for ELL Students: Strategies for Success</i>, Beck, C. &amp; Pace, H., 2017  <a href="https://books.google.com/books?hl=en&amp;lr=&amp;id=7z4lDwAAQBAJ&amp;oi=fnd&amp;pg=PA77&amp;dq=support+ELL+students+using+chromebooks&amp;ots=tEjr5cEh3&amp;sig=bkigHGnF8Bkciu7xWy0WwWY15o#v=onepage&amp;q&amp;f=false?">https://books.google.com/books?hl=en&amp;lr=&amp;id=7z4lDwAAQBAJ&amp;oi=fnd&amp;pg=PA77&amp;dq=support+ELL+students+using+chromebooks&amp;ots=tEjr5cEh3&amp;sig=bkigHGnF8Bkciu7xWy0WwWY15o#v=onepage&amp;q&amp;f=false?</a></p>	<ul style="list-style-type: none"> <li>• Increased number of chromebooks</li> <li>• CELDT/ELPAC Results</li> </ul>

**What funding source will you use?**

- EL Supplemental
- \$6,200

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Chronic Absenteeism</li> <li>• Cohort Graduation</li> </ul>
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- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 3.1**

Focus on bullying prevention by continuing our work in building a positive school climate and culture.

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continued focus on building a positive school climate and culture through PBIS Committee work.	Studies have shown the impact of SWPBS in secondary schools to extend beyond reducing discipline problems, as it can contribute to a healthy learning environment. Teachers and administrators have reported that positive changes in their schools include improved student-teacher relationships (Turnbull et al., 2002; Warren et al., 2006). Additionally, when SWPBS reduces the amount of time spent dealing with behavioral problems, time usually spent on discipline is recovered, thus improving student exposure to academic material and allowing resources to be spent on more positive learning activities (Lassen et al., 2006). <i>The Effects of School-wide Positive Behavior Support on Middle School Climate and Student Outcomes</i> ; Caldarella, P., Shatzer, R.H., Gray, K.M., Young, R & E.L., RMLE Online, 35:4, 1-14.	<ul style="list-style-type: none"> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> <li>• PBIS Assessments                             <ul style="list-style-type: none"> <li>◦ Self-Assessment Survey (SAS)</li> <li>◦ Tiered Fidelity Inventory (TFI)</li> </ul> </li> </ul>

**What funding source will you use?**

PBIS

- 0.2 FTE
- \$500

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continued movement to PBIS Tier II and beyond; continue yearly theme surrounding kindness - "Be Your Best"	Interventions which integrate academic learning and positive behavior management may be appropriate in some schools. Research by Maurice Elias at Rutgers links the depth of social-emotional learning (SEL) skill development to student engagement with CCSS. "Students who do not have a nuanced understanding of emotions are	<ul style="list-style-type: none"> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> <li>• Synergy Reports                             <ul style="list-style-type: none"> <li>◦ Behavior</li> </ul> </li> <li>• PBIS Assessments                             <ul style="list-style-type: none"> <li>◦ Self-Assessment Survey (SAS)</li> <li>◦ Tiered Fidelity Inventory (TFI)</li> </ul> </li> </ul>

unlikely to see deep meaning in much of the literature they read and are less likely to be engaged in it." He states: "*A comprehensive meta-analysis of over 200 studies of social-emotional learning skills implementation (Durlak, et. at, 2011) found that well-implemented SEL is linked to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and 10 percentile-point gains on standardized achievement tests. Also, negative behaviors that compromise academic and life success, such as conduct problems, aggressive behavior and emotional distress were significantly reduced.*" (See "Social-emotional Skills Can Boost Common Core Implementation", M.J. Elias, *Phi Delta Kappan*, November 2014, p.60).

**What funding source will you use?**

PBIS

- 0.2 FTE

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Partnership with Kevin Bracy and REACH One Alliance Club</p>	<p>There is growing appreciation that school climate—the quality and character of school life<sup>1</sup> —fosters children’s development, learning and achievement. School climate is based on the patterns of people’s experiences of school life; it reflects the norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures that comprise school life. The increased attention to school climate reflects both the concern for improving schools and the need for preparing students to address the myriad of challenges they will face in the 21st century. A growing body of empirical research shows that a sustainable, positive school climate reduces dropouts and fosters youth development and academic achievement, as well as the knowledge, skills, and dispositions necessary for students to be responsible and productive members of society<sup>2</sup> . All learners want and need to be safe and happy: to be supported, cared for, valued, appropriately challenged and engaged in ways that touch our hearts as well as our minds. Empirical research has also shown that when school members feel safe, valued, cared for, engaged and respected, learning measurably increases, and staff satisfaction and retention are enhanced.</p> <p><u><a href="#">National School Climate Standards Benchmarks to promote effective teaching, learning and comprehensive school improvement:</a></u>  <a href="http://www.schoolclimate.org">www.schoolclimate.org</a></p>	<ul style="list-style-type: none"> <li>• Attendance at club meetings, monitored through 5 Star Students</li> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Climate &amp; Culture Survey (SEL/CC)</li> </ul>



**What funding source will you use?**

No additional funding sources needed; funded through ASB

**Actions/Services 3.1.4**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>PBIS release period for teacher coordinator; participation in Restorative Practices training and share learning with faculty.</p>	<p>The emerging new field of study, restorative practices, has the potential to transform our schools and our communities. It includes but goes beyond restorative justice, an innovative criminal justice system response to wrongdoing. Restorative practices, however, are both proactive and reactive, ranging from relationship and community-building activities to effective processes for dealing with disruptive student behavior and violence. When systematically employed on a whole-school basis, restorative practices transform negative school environments by engaging students in taking responsibility for making their own schools better. Restorative practices stands in stark contrast to the prevailing reliance on punishment employed in today's schools. While restorative practices work.</p> <p><i>Improving School Climate; Findings from Schools Implementing Restorative Practices - A Report from the International Institute for Restorative Practices - A Graduate School;</i>  <a href="https://www.iirp.edu/pdf/IIRP-Improving-School-Climate-2009.pdf">https://www.iirp.edu/pdf/IIRP-Improving-School-Climate-2009.pdf</a></p>	<ul style="list-style-type: none"> <li>• Synergy Reports                             <ul style="list-style-type: none"> <li>◦ Behavior - reduction in recidivism</li> </ul> </li> </ul>

**What funding source will you use?**

- PBIS
- 0.2 FTE

**Actions/Services 3.1.5**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Track positive incentives school-wide using 5 Star Students system; analyze data on a quarterly basis within PBIS meetings</p>	<p>Student engagement, when a student's attention is attracted to an idea or task and held there because the student sees the idea/task as worthwhile, has been extensively studied. (Tomlinson, C.A. (2003) <i>Fulfilling the promise of the differentiated classroom; Strategies and tools for responsive teaching</i>, available at <a href="http://www.ASCD.org">www.ASCD.org</a></p> <p>"Student motivation and engagement are not inherent. Rather, student engagement is</p>	<ul style="list-style-type: none"> <li>• 5 Star Students Reports</li> </ul>

malleable and dynamic (Malloy, Parsons, and Parsons, 2013). "Student engagement cannot be separated from the environment", report Fredricks and McCloskey (2012).

**What funding source will you use?**

- PBIS
- \$500

**Actions/Services 3.1.6**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Decrease the number of referrals and conflict mediation sessions	Hoffman, Hutchinson and Reiss (2009) write that positive school climate has been linked to improved student behavior, academic achievement, and motivation. Further, the authors write that many factors such as motivation, collaborative decision-making, equity and fairness, caring and sensitivity, and order and discipline all have an effect on school climate. <i>Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2009). On improving school climate: Reducing reliance on rewards and punishment. International Journal of Whole Schooling, 5(1)</i>	<ul style="list-style-type: none"> <li>• Synergy Reports                             <ul style="list-style-type: none"> <li>◦ Behavior</li> </ul> </li> </ul>

**What funding source will you use?**

No additional funding needed.

**Site Goal 3.2**

Increase student connections to school by building positive relationships with peers and adults.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Refine advocacy lessons with work of PBIS release period; increase engagement through videos/high interest	Creating a unique climate and culture in which all students feel welcome, safe, and secure is the responsibility of the school community. This is especially important in a middle school where students are trying to find their niche. <i>Association for Middle Level Education: Jump-</i>	<ul style="list-style-type: none"> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> </ul>

*Start Your Student Advocacy Program; Jill Dreer, Jennifer Moyer, Nancy Schneider, Meredith Weiss, Susan Lloyd*

**What funding source will you use?**

- PBIS
- 0.2 FTE

**Actions/Services 3.2.2**

**Principally Targeted Student Group**

- All • Black or African American • EL • Hispanic or Latino • Low Income • R-FEP • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Increase before/after school enrichment and support/mentoring opportunities for students, including GATE.</p>	<p>As a group, gifted children tend to be socially and emotionally more mature than their age mates. Reviews of research on social cognition, friendships, moral judgment, fears, play interests, and personality variables (Janos &amp; Robinson, 1985; Robinson &amp; Noble, 1992) have shown that psychosocial maturity relates more closely to mental age than chronological age, or that gifted children's psychosocial maturity falls somewhere between. Gross (2002), studying friendship preferences, has shown how deeply even young gifted children yearn for stability, loyalty, and intimacy in relationships, qualities beyond the capacity of most of their age mates to comprehend or provide. This being the case, for many gifted students, accelerative options can provide a better personal maturity match with peers than do non-accelerated programs, to say nothing of a better cognitive match.</p> <p><i>Effects of Academic Acceleration on the Social-Emotional Status of Gifted Students:</i> Nancy M. Robinson, University of Washington; <i>A Nation Deceived: How Schools Hold Back America's Brightest Students.</i></p>	<ul style="list-style-type: none"> <li>• Increased number of students identified for GATE</li> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> </ul>

**What funding source will you use?**

- GATE
- \$380
- Supplemental Concentration
- \$4,500

**Actions/Services 3.2.3**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue work of PBIS Committee with Student Activities; distribute Falcon Feathers for recognizing desired expected behaviors; expand KAMS TV and The Today Show with Jimmy Falcon	Classroom Management (d = 0.52 rank 42/138 P 102) The overall positive effect of a well-managed classroom is not surprising. What is more, some aspects of classroom management can be seen to boost achievement even more, eg: ? Teacher's ability to identify and act quickly on potential problems d = 1.42 ? Teacher retaining emotional objectivity d = 0.71 ? Effective disciplinary interventions d = 0.91 ? Group contingency strategies (ie behaviour targets) d = 0.98 ? Tangible recognition of appropriate behaviour d = 0.82 ? Direct and concrete consequences for misbehaviour d = 0.52 Teacher-student relationships were powerful moderators of classroom management (d = 0.87) <i>Visible Learning</i> ; John Hattie; (2009)	<ul style="list-style-type: none"> <li>California Healthy Kids Survey (CHKS)</li> <li>Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> </ul>

**What funding source will you use?**

No additional funding needed; funded through ASB and yearbook.

**Actions/Services 3.2.4**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Implementation of a school-wide career fair by Counseling Department	David Conley's seminal 2013 book, <i>Getting Ready for College, Careers and Common Core: What Every Educator Needs to Know</i> . J. Willey, San Francisco, provides a research-based definition to define and measure college and career readiness and then define four areas ("keys") and multiple forms of assessing each, to help students be better engaged with the connection between what they are learning and how they are going to use the knowledge they are learning.	<ul style="list-style-type: none"> <li>Parent Survey</li> </ul>

**What funding source will you use?**

Family and Community Engagement

- \$200

**Site Goal 3.3**

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

**Metric:** Other (Site-based/local assessment)

**Actions/Services 3.3.1**

**Principally Targeted Student Group**

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue pairing admin/counselors, mentoring, analyzing discipline data, targeted counseling PBIS work	The core elements of PBIS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai & Horner, 2010).	Synergy Reports <ul style="list-style-type: none"> <li>• Academics</li> <li>• Behavior</li> </ul>

<b>What funding source will you use?</b>
No additional funding needed.

**Actions/Services 3.3.2**

**Principally Targeted Student Group**

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase positive supports and incentives for students struggling academically and behaviorally through Tier II work and Multi-Tiered System of Supports (MTSS)	Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS) are frameworks for integrating instruction, evidence-based interventions, and assessments to meet the academic and behavior needs of all students. The essential components of MTSS are as follows: screening, progress monitoring, a multilevel prevention system, and data-based decision making (National Center on Response to Intervention, 2010). When MTSS is implemented with fidelity, success and improvement in performance occur among students with disabilities, as well as students who are at risk for academic failure (Gersten et al., 2012; Vaughn et al., 2015). Unfortunately, many educators and parents do not fully understand how to collect data and identify interventions to use within MTSS. To kick off the MTSS theme as part of Connected Educator Month 2015, the National Center on Intensive Intervention (NCII), the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, the National Center on Response to Intervention at American Institutes for Research, and the National Center on Systemic Improvement (NCSI) had the pleasure of sitting down with Lynn Fuchs, Ph.D., and Joe Jenkins, Ph.D., and discussing RTI and MTSS. Together they have decades of experience in the field of education and have conducted extensive research in the areas of MTSS and RTI. <a href="#"><u>MTSS, RTI, Special Education...OH My! Gaining an understanding of MTSS and RTI: Drs. Lynn Fuchs and Joe Jenkins</u></a>	<ul style="list-style-type: none"> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> <li>• PBIS Assessments                             <ul style="list-style-type: none"> <li>◦ Self-Assessment Survey (SAS)</li> <li>◦ Tiered Fidelity Inventory (TFI)</li> </ul> </li> <li>• Synergy Reports                             <ul style="list-style-type: none"> <li>◦ Behavior</li> <li>◦ Academics</li> </ul> </li> </ul>

<b>What funding source will you use?</b>
Supplemental Concentration <ul style="list-style-type: none"> <li>• \$3,364</li> </ul>

<b>District Strategic Goal 4:</b> All students will benefit from programs and services designed to inform and involve family and community partners.	<b>District Needs and Metrics 4:</b> Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> <li>Family and Community Engagement</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 4.1**

Increase parent, family, and community engagement and communication.

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Parent Opportunities; Synergy ParentVUE, Parent Lunch Visitations, Parent University, Career Fair Day, Bring Your Parent to School Days; PBIS Committee; School Site Council	Activities such as including parents on governance committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, enhanced sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: <i>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</i> . Verso Books. Volume 4. New York; Bryk, et. al., (2009) <i>Charting Chicago School Reform: Democratic Localism as a Lever for Change</i> . Westview Press, Boulder, CO., and Erbstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities", in <i>Narrowing the Achievement Gap</i> edited by Timar and Maxell-Jolly. Harvard Education Press, Cambridge.	<ul style="list-style-type: none"> <li>Attendance at family/community events</li> <li>Increase in number of parents registered for Synergy</li> <li>Parent Survey</li> </ul>

<b>What funding source will you use?</b> Family & Community Engagement <ul style="list-style-type: none"> <li>\$300</li> </ul>
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**Actions/Services 4.1.2**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

<p>Parent Communication: Synergy ParentVUE, School Messenger (calls, emails, text messages); Update website to include a PBIS informational section; Parent Survey via google form; Encourage staff to maintain communication with parents via Synergy ParentVUE</p>	<p>Families are more likely to engage in both traditional and non-traditional engagement activities when they are personally contacted by school staff. Educators and administrators should use multiple methods of communication and provide appropriate translation services when necessary. Principals and other school administrators play a key role in engaging parents during the middle and high school years. They should help create a positive school climate and engage in personal outreach to send the message that parents are welcome. In fact, all school personnel – including teachers, paraprofessionals, and other support staff – should be trained to welcome visitors and answer any questions they may have.</p> <p><i>Parent Involvement In Middle School: A Meta-Analytic Assessment of the Strategies that Promote Achievement</i>  <a href="http://www.apa.org/pubs/journals/rela ses/dev453740.pdf">http://www.apa.org/pubs/journals/rela ses/dev453740.pdf</a></p>	<ul style="list-style-type: none"> <li>• Attendance at family/community events</li> <li>• Increase in number of parents registered for Synergy</li> <li>• Parent Survey</li> </ul>
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<p><b>What funding source will you use?</b></p>
<p>No additional funding needed.</p>

**Actions/Services 4.1.3**

<p><b>Principally Targeted Student Group</b></p>
<p>• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Parent Outreach - focused outreach to subgroups disproportionately represented in GATE/Honors courses; Parent Teacher Home Visit Project: send coordinator to the national conference (in Sacramento); staff training; compensate teachers for their time on home visits.</p>	<p><b>Parent Teacher Home Visits are a fast, inexpensive and replicable strategy for engaging families, educators and students as a team.</b></p> <p>For years, research has shown that families are essential to student and school success. It seems simple – so why do schools have a hard time with effective family engagement? First of all, experts agree that there’s more to family involvement than bake sales and back to school night. Effective family engagement builds relationships and capacity, and is linked to student learning. Secondly, even schools that understand the importance of families run into complex barriers that get in the way of partnership:</p> <ul style="list-style-type: none"> <li>• Everyone is short on money and time.</li> <li>• There may be a historic lack of trust and communication between the school and the community.</li> <li>• Cultural and socioeconomic differences, expectations and unconscious assumptions may get in the way of well-meaning adults working together effectively.</li> </ul> <p>The PTHV model was developed by parents and teachers based upon community organizing principles of empowerment. Our home visits have a protocol which helps educators and families overcome the barriers listed above, and build trust, communication and common goals. Once a teacher and the family of her student have done the home visit, they are mutually supportive and accountable to each other. The family is better able to support their child’s academics, and the teacher brings</p>	<ul style="list-style-type: none"> <li>• Attendance at family/community events</li> <li>• Increase in number of parents registered for Synergy</li> <li>• Parent Survey</li> <li>• Staff Survey</li> <li>• SBAC/CELDT/ELPAC Results</li> </ul>

what she learns about the child to the classroom.  
Home visits also provide a positive opportunity to meet federal and state mandates that families be meaningfully informed of their child's academic standing. In fact, the PTHV model is recognized by the US Department of Education as a high-impact strategy for family engagement.  
<http://www.pthvp.org/what-we-do/why-home-visits/>

**What funding source will you use?**

Family & Community Engagement

- \$2,550



**Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**
**IV. Funding**
**Katherine L. Albiani Middle School - 405**

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>2122</b> Results Staffing EGEA (7-8) <b>0000</b> Unrestricted	1	\$0	\$132,068	\$132,068	\$132,068	\$0	\$0	\$0	\$0
<b>2130</b> Non- Instructional FTE (7- 8) <b>0000</b> Unrestricted	1	\$0	\$132,699	\$132,699	\$132,699	\$0	\$0	\$0	\$0
<b>2140</b> Visual & Performing Arts (VAPA) <b>0000</b> Unrestricted	0	\$3,736	\$0	\$3,736	\$3,736	\$0	\$0	\$0	\$0
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0	\$467	\$0	\$467	\$467	\$0	\$0	\$0	\$0
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0	\$0	\$56,527	\$56,527	\$56,527	\$0	\$0	\$0	\$0
<b>2151</b> Regular Education (7-8) - Allocated FTE <b>0000</b> Unrestricted	65.8658	\$0	\$7,214,511	\$7,214,511	\$7,214,511	\$0	\$0	\$0	\$0
<b>2170</b> Extended Day (7-8) <b>0000</b> Unrestricted	0	\$0	\$19,223	\$19,223	\$19,223	\$0	\$0	\$0	\$0
<b>2180</b> Summer School/Extended Learning (7-8) <b>0000</b> Unrestricted	0	\$27,387	\$0	\$27,387	\$27,387	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
<b>2340</b> Secondary Counselors <b>0000</b> Unrestricted	3	\$0	\$375,907	\$375,907	\$375,907	\$0	\$0	\$0	\$0
<b>4275</b> AVID Support <b>0000</b> Unrestricted	0.4	\$0	\$48,690	\$48,690	\$48,690	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$91,291	\$91,291	\$91,291	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$197,238	\$197,238	\$0	\$0	\$197,238	\$0	\$0
<b>7201</b> LCFF Supple/Conc 7 - 12 <b>0000</b> Unrestricted	0	\$0	\$35,024	\$35,024	\$27,160	\$0	\$7,864	\$0	\$0
<b>7205</b> Gifted and Talented Education (GATE) 7-8 <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$4,620	\$0	\$0	\$380	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7220</b>									

Honors/Advanced Placement Coordination <b>0000</b> Unrestricted	1	\$0	\$116,814	\$116,814	\$116,814	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
<b>7250</b> EL Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.08	\$0	\$14,220	\$14,220	\$8,020	\$6,200	\$0	\$0	\$0
<b>7270</b> PBIS Coordination <b>0000</b> Unrestricted	0.2	\$0	\$23,826	\$23,826	\$0	\$0	\$23,826	\$0	\$0
<b>7415</b> Family and Community Engagement <b>0000</b> Unrestricted	0	\$0	\$3,500	\$3,500	\$450	\$0	\$200	\$2,850	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	4.469	\$0	\$185,088	\$185,088	\$0	\$0	\$185,088	\$0	\$0
<b>3150</b> Independent Living Skills (ILS) <b>6500</b> Special Education	2.625	\$0	\$145,361	\$145,361	\$145,361	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	0.55	\$0	\$60,612	\$60,612	\$60,612	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	6.9375	\$0	\$488,477	\$488,477	\$488,477	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special Education	1.6875	\$0	\$71,612	\$71,612	\$71,612	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	6.0625	\$0	\$284,129	\$284,129	\$284,129	\$0	\$0	\$0	\$0
<b>4455</b> Textbook Reimbursement <b>9020</b> Lost/Damaged Textbooks Reimbursement	0	\$8,594	\$0	\$8,594	\$8,594	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$212	\$0	\$212	\$212	\$0	\$0	\$0	\$0
<b>2150</b> Regular Education (7-8) <b>9307</b> Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$255	\$0	\$255	\$255	\$0	\$0	\$0	\$0

<b>4020</b> Secondary Education <b>9520</b> Great Valley Center Success Fund	0	\$102	\$0	\$102	\$102	\$0	\$0	\$0	\$0
<b>Totals</b>	97.8775	\$40,753	\$9,729,944	\$9,770,697	\$9,346,051	\$6,200	\$415,216	\$3,230	

**Signatures:** (Must sign in blue ink)

**Date**

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

Principal **Brie Bajar**  
 School Site Council Chairperson  
 EL Advisory Chairperson

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