



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

# **Local Control Accountability Plan (LCAP) 2025-2026**

**Principal:** Christopher Rauschenfels

**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, Action Plans and Progress Monitoring

Katherine L. Albiani Middle School | Focused Work: 2025-2026

Goal Setting (Icapid: 774) | goalsComplete: 0

### 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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

#### Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

#### Goal 3: Wellness

- All students will learn in an equitable, 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 engage 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. KAMS School Site Council discussed and reviewed the 2023-2024 plan, making careful note of the goals to be continued for the 2024-2025 plan at the following School Site Council meetings:

- November 19, 2024
- January 28, 2025
- March 25, 2025
- April 29, 2025
- May 27, 2025

KAMS and PGHS 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 the 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 2023-2024 school year:

- October 23, 2024
- December 4, 2024
- February 26, 2025

The Site LCAP was discussed with KAMS staff throughout the year in the following ways:

- Preservice August 2023
- Monthly Staff Meetings (9/18, 10/16, 11/20, 1/6, 2/19, 3/26, 4/16, 5/14)
- Bi-Monthly Leadership Meetings (8/14, 9/4, 9/11, 10/2, 11/6, 12/4, 1/8, 2/5, 2/12, 3/5, 4/9, 5/7)
- Weekly Department/PLC Meetings
- Weekly Budget Meetings
- Monthly Department Chair Check-ins

## 2. Impact of LCAP and Annual Update

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

Discussions with LCAP educational partners were instrumental in aligning our funds to our site plan. After reviewing the data and input with the SSC, our task became very clear. It is a top priority to continue to find 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 program begins its twenty first 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 we and our community have become accustomed.

## Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

**Definition:** A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A.

## Goals, Actions, and Progress Indicators

District Strategic Goal 1:

District Needs and Metrics 1:

## High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

### Site Goal 1.1 (SiteGoalID: 8961) (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

### Action 1.1.1 (SiteGoalID: 8961) (DTS: 03/11/25)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<b>Action Plan</b>  <b><u>Interim Assessments</u></b> Admin will work with ELA and Math departments to develop plan for administration of interim assessments, including date of	<b>Progress Monitoring</b>  <b>Who will evaluate effectiveness?</b> <ul style="list-style-type: none"><li>• School Administration &amp; Department Chairs</li></ul>	<b>Evaluation</b>

<p>administration and title of assessment. Department chairs and administration will review data of both completion percentage, as well as achievement data.</p> <p>Provide release days for teams to analyze the interim assessments and strategically plan responsive instruction. Teachers analyze interim assessments to determine next instructional steps.</p>	<p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• Assessment Calendar</li> <li>• Illuminate interim and common assessment rates</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• End of each semester</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Department Team Meetings</li> </ul>	
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## Site Goal 1.2 (SiteGoalID: 8798) (DTS: 02/13/25)

Improve academic achievement as measured by the CAASPP in Math, ELA, and Science for all students by 3%.

### English Language Arts (ELA)

- Students will increase achievement from 69% to 72% in met or exceeded standards.
- Long-Term English Learners (LTELs) will increase from 18% to 21% in met or exceeded standards as measured by CAASPP data aggregated by student group.

### Math

- Students will increase achievement from 54% to 57% in met or exceeded standards.

### Science

- Students will increase achievement from 48% to 51% in met or exceeded standards.

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

## Action 1.2.1 (SiteGoalID: 8798) (DTS: 04/11/25)

### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> </ul>

risk students, as related to your goal.	<i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none"> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p align="center"><b>Action Plan</b></p> <p><b><u>Professional Development</u></b> Provide professional learning opportunities for teachers to improve their professional capacity. These conferences can included, but are not limited to:</p> <ul style="list-style-type: none"> <li>• California League of Middle Schools</li> <li>• California Association of Directors of Activities</li> <li>• AVID Summer Institute</li> <li>• Various VAPA conferences</li> </ul> <p>Staff attending conferences will be expected to share/contribute schoolwide learnings from each conference/training funded from this source so that all staff on campus can further support students. Emphasis for professional development will be attending opportunities that target ways to help support struggling students. This funding will also be used to pay for substitutes and any allowable, reasonable, and necessary materials, supplies, and supplemental services.</p> <p><b>Contracts/Services/Subscriptions - Supplemental \$20,503</b></p>	<p align="center"><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>• School Administration &amp; Leadership Team</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• Conference Reports</li> <li>• Staff Meeting Instruction</li> <li>• FONT Walkthrough Data</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• End of each semester</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• PD Attendees will be communicating their new strategies/information to staff at staff meetings and department meetings.</li> </ul>	<p align="center"><b>Evaluation</b></p>

#### Action 1.2.2 (SiteGoalID: 8798) (DTS: 04/11/25)

##### Targeted Student Group(s)

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>Department PLC Work</u></b>  Teachers will work collaboratively during release days/after contract hours to align curriculum to content standards and provide students with high quality instruction aligning to the Framework for High Quality Instruction. Teachers will be using classroom data as well as assessment data to drive their instructional decisions. PLC work will address the following:</p> <ul style="list-style-type: none"> <li>Identifying essential standards</li> <li>Identifying learning targets</li> <li>Creating success criteria for each learning target</li> <li>Developing common assessments to assess learning targets and instruction</li> <li>Develop common instructional strategies to extend learning or intervene based on results of assessments.</li> </ul> <p>Teams will have opportunities through release days and time after contract hours to plan lessons, compare data, and create plans to address both struggling students and students who are ahead.</p> <p><b>Certificated Timesheets - Supplemental \$35,000</b></p>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>School Administration</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>D/F Reports</li> <li>Illuminate interim and common assessment rates</li> <li>CAASPP Results</li> <li>FONT Walkthrough Data</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>End of each quarter</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>Semesterly, shared with staff at staff meetings.</li> <li>Quarterly, shared with Leadership team.</li> </ul>	<p><b>Evaluation</b></p>

### Targeted Student Group(s)

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>AVID</u></b> Continue to offer the AVID elective course to both 7th and 8th grade students. This will include professional development during summer for AVID teachers, as well as timesheets and release days for AVID teachers to collaborate with site-based team as well as feeder elementary schools and high school colleagues.</p> <p>As part of the AVID experience, school buses and field trips will be funded to allow students to experience various post-secondary options and promote college and career readiness.</p> <p><b>Certificated Timesheets - Supplemental \$1,000</b></p>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"> <li>Admin, counselors, and AVID Coordinator will monitor AVID enrollment and applications for both 7th and 8th grade students. All sections should have at least 30 students enrolled.</li> <li>Observe AVID strategies being implemented during Admin and AVID district administration walk-throughs.</li> <li>Classroom observations/walkthroughs (FONT data)</li> <li>AVID site team minutes and agendas.</li> <li>Staff meeting agenda and teacher observations.</li> </ul> <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> <li>Enrollment will be monitored in April and solidified by the end of the school year in May.</li> <li>PD on school-wide AVID strategies will be provided during multiple staff meetings during the school year.</li> </ul> <p>Data shared with?</p> <ul style="list-style-type: none"> <li>Admin team and counselors</li> <li>AVID PLC/site team</li> </ul>	<p><b>Evaluation</b></p>



Action 1.2.4 (SiteGoalID: 8798) (DTS: 04/18/25)

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <i><b>formative student data</b></i> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>Supplemental Instructional Support</u></b></p> <p>In an effort to support instruction in the classroom meet the diverse needs of students, funding will be used to purchase allowable, reasonable, and necessary materials, supplies, equipment, and supplemental services.</p> <p>Site will fund individual planners as well as online platforms and software that will supplement and support classroom instruction and allow for more frequent assessments with feedback. Platforms funded include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Peardeck</li> <li>• Edpuzzle</li> <li>• KUTA</li> <li>• Blooklet</li> <li>• Turnitin.com</li> <li>• Formative</li> <li>• Brisk</li> </ul> <p><b>Contracts, Services, Subscriptions - Supplemental \$9,000</b></p> <p><b>Materials, Supplies, Equipment - Supplemental \$10,000</b></p>	<p><b>Progress Monitoring</b></p> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• D/F Reports each progress report period.</li> </ul> <p><b>How often and when will it be collected?</b></p> <ul style="list-style-type: none"> <li>• Quarterly</li> </ul> <p><b>Data shared with?</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Department chairs</li> <li>• School Site Council</li> </ul> <p><b>How will it be communicated?</b></p> <ul style="list-style-type: none"> <li>• Department Chair meetings</li> <li>• Leadership meetings</li> </ul>	<p><b>Evaluation</b></p>

Action 1.2.5 (SiteGoalID: 8798) (DTS: 04/25/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p><b>CTE, VAPA, PE</b> 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 the VAPA and PE courses that feed our PGHS programs.</p> <p>Purchase allowable, reasonable, and necessary materials, supplies, and services to enable instruction to continue at the highest level of student engagement and achievement for CTE, VAPA, and PE courses.</p> <p><b>Contracts, Services, Subscriptions - Supplemental \$5,500</b></p> <p><b>Materials, Supplies, Equipment - Supplemental \$3,500</b></p>	<p><b>Progress Monitoring</b></p> <p><b>What data will be collected:</b></p> <ul style="list-style-type: none"> <li>Enrollment numbers in CTE/VAPA courses</li> <li>Number of course sections</li> <li>D/F reports each progress report</li> <li>Student surveys depicting connectedness with school</li> <li>CAASPP scores for students in CTE/VAPA</li> </ul> <p><b>Who will data be shared with:</b></p> <ul style="list-style-type: none"> <li>CTE/VAPA teachers</li> <li>All Staff</li> <li>School Site Council</li> </ul> <p><b>When will data be shared:</b></p> <ul style="list-style-type: none"> <li>Quarterly with CTE/VAPA staff</li> <li>Yearly with all staff</li> </ul>	<p><b>Evaluation</b></p>

### Site Goal 1.3 (SiteGoalID: 9397) (DTS: 04/23/25)

For the 2025-2026 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 40.6% to 50.6% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

- English Learners (EL) making progress by one level on the Summative ELPAC will increase by 5%.
- Long Term English Learners (LTEL) or students At-Risk of becoming an LTEL who declined by one level on the Summative ELPAC will decrease by 5%.

**Metric:** Progress toward English Proficiency -  
Percent Increasing ELPI Level

### Action 1.3.1 (SiteGoalID: 9397) (DTS: 04/23/25)

#### Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <p>Certificated staff member to serve as ML/EL Coordinator to provide supplemental support to accelerate language acquisition:</p> <ul style="list-style-type: none"><li>• Placement/Enrichment</li><li>• Supplemental resources to support academic, social-emotional needs</li><li>• Progress Monitoring through supplemental data analysis</li><li>• Liaison between site and Department of Multilingual Education</li></ul> <p>Timesheet ELPAC Coordinator to organize assessment of students for Initial, Summative, and Alternate ELPAC.</p> <p>Timesheet retired or off-contract</p>	<p><b>Progress Monitoring</b></p> <p>Monitor student progress of language proficiency utilizing a variety of data points (Wonders ELD assessments, ELPAC practice tasks, Interim Benchmark Assessments)</p> <p>Utilize ML instructional coach to provide individual classroom follow-up support for site-specific EL professional development.</p>	<p><b>Evaluation</b></p>

<p>teachers or credentialed subs to support ELPAC test administration.</p> <p>Utilize ML instructional coach to provide professional development tailored to meet the needs of our multilingual learners.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p><b>Certificated Timesheets - EL Supplemental</b> <b>\$13,128</b></p> <p><b>Contracts, Services, Subscriptions - EL Supplemental</b> <b>\$5,000</b></p>		
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#### Site Goal 1.4 (SiteGoalID: 9412) (DTS: 04/24/25)

Teachers will increase their use of feedback from 66% to 70% as measured by the Teaching and Learning Program Implementation Continuum (PIC).

**Metric:** Feedback

#### Action 1.4.1 (SiteGoalID: 9412) (DTS: 04/24/25)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
Provide professional development	Who will evaluate effectiveness?	

<p>with site instructional coaches to improve teacher efficacy in using feedback to improve student outcomes.</p> <p>Site Administration will conduct a minimum of 3 classroom walkthroughs a week to ensure administration is in touch with site instruction.</p> <p>Staff led professional development during staff meetings and early release days focusing on effective strategies to be used in classrooms.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p><b>Certificated Timesheets - Supplemental \$1,500</b></p>	<ul style="list-style-type: none"> <li>• School Administration</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• FONT walkthrough data</li> <li>• PIC Survey Results</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• End of each quarter</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• FONT walk through data will be shared with staff each quarter (four times per year) to inform our site-wide progress.</li> </ul>	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 774)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	37500	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	13500	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	35003	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	13128	Certificated- Timesheets

EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	5000	Contracts/Services/Subscriptions

<b>District Strategic Goal 2:</b>  <b>Targeted Supports &amp; Interventions</b>  <b>Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.</b>	<b>District Needs and Metrics 2:</b>  <b>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</b> <ul style="list-style-type: none"> <li>• African American Disparity</li> <li>• Homeless Student Disparity</li> <li>• Native American Disparity</li> <li>• Students with Disabilities Disparity</li> <li>• Students in Foster Youth Disparity</li> </ul>
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## Site Goal 2.1 (SiteGoalID: 8799) (DTS: 02/13/25)

<b><u>Students With Disabilities (SWD)</u></b> During the 25-26 school year, KAMS will improve the educational experiences for students with disabilities including increasing ELA and Math CAASPP performance, decreasing chronic absenteeism by 3%, and lowering suspension rate by 3%.
<ul style="list-style-type: none"> <li>• By May of 2026, SWD meeting or exceeding standards on the ELA CAASPP will increase from 26% to 29%.</li> <li>• By May of 2026, SWD meeting or exceeding standards on the Math CAASPP will increase from 8% to 11%.</li> <li>• By May of 2026, chronic absenteeism for SWD will decrease from 24% - 20%.</li> <li>• By May of 2026, suspension rates for SWD will drop from 9% - 6%.</li> </ul>

## Metric: Students with Disabilities Disparity

## Action 2.1.1 (SiteGoalID: 8799) (DTS: 02/13/25)

<b>Targeted Student Group(s)</b> • SWD
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<b>Action Plan</b> • Describe your step by step plan for intervention, for at-	<b>Progress Monitoring Plan</b> • Describe your step by step plan for progress monitoring	<b>Data Collection &amp; Evaluation</b> • Throughout the year, report the results of the formative
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risk students, as related to your goal.	your action plan. What <b>formative student data</b> will you collect and how often?	data as you collect it. <ul style="list-style-type: none"> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p>Case managers and Special Education staff will work to develop high leverage ELA and Math strategies for use in the classroom (MSAT).</p> <p>Special education staff and will be able to meet to collaborate on ways to support classroom instruction resulting in increased achievement outside of contractual hours.</p> <p><b>Certificated Timesheets - Supplemental \$3,000</b></p>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>• School Administration</li> <li>• Case Managers</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• CAASPP assessment results</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• End of year</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• With staff at end of year</li> </ul>	<p><b>Evaluation</b></p>

Site Goal 2.2
(SiteGoalID: 9295) (DTS: 04/17/25)

Decrease suspension rates as measured by the EGUSD LCAP Metrics  
Overall suspension rates will decrease from 5.2% of students being suspended at least once to 4.0% as measured in the EGUSD LCAP metrics

- Students with Disabilities (SWD) from 11.3% (2024) to 9.3% (2025)
- African American students from 26.2% (2024) to 20.0% (2025)

Metric: African American Disparity

Action 2.2.1
(SiteGoalID: 9295) (DTS: 04/17/25)

Targeted Student Group(s)

- Black or African American • SWD

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative</li> </ul>
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risk students, as related to your goal.	your action plan. What <b>formative student data</b> will you collect and how often?	data as you collect it. <ul style="list-style-type: none"> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p>Provide students from targeted subgroups access to wrap around services and mentors from internal and external organizations/ partners/ programs, that focuses on their academic successes and positive behavior, providing additional intervention when required. Intervention groups include but are not limited to:</p> <ul style="list-style-type: none"> <li>• PBIS Tier II</li> <li>• Sac Connect (\$2,775 x 2 10 week cohorts = \$5550)</li> <li>• Various group counseling provided by KAMS Social Worker and Counseling staff.</li> </ul> <p><b>Contracts, Services, Subscriptions - Supplemental \$5,550</b></p>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>• School Administration</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• PBIS Data</li> <li>• No Privilege List Data</li> <li>• CHKS</li> <li>• Student Perspective Survey Data</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• Quarterly</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• PBIS Tier I &amp; II Meetings</li> <li>• Leadership Meetings</li> <li>• Staff Meetings</li> </ul>	<p><b>Evaluation</b></p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 774)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	3000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment



Supplemental/Concentration  
(7201/0000)

5550

Contracts/Services/Subscriptions

EL Supplemental (7250/0000)

0

Certificated- Salaries

EL Supplemental (7250/0000)

0

Certificated- Timesheets

EL Supplemental (7250/0000)

0

Classified- Salaries

EL Supplemental (7250/0000)

0

Classified- Timesheets

EL Supplemental (7250/0000)

0

Materials/Supplies/Equipment

EL Supplemental (7250/0000)

0

Contracts/Services/Subscriptions

### District Strategic Goal 3:

#### Wellness

All students will learn in an equitable, 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 Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

### Site Goal 3.1 (SiteGoalID: 8800) (DTS: 02/13/25)

Focus on school climate by promoting a safe, respectful, and inclusive environment that encourages connectedness through building a positive school climate and culture.

- Credentialed Staff Participation in giving BEhavior points will increase from 87% to 92%.
- The overall School Climate Student Survey favorable responses will increase by 5% from 72% to 77%.
- Continual achievement of Gold level PBIS Implementation.

**Metric:** School Climate - Average Favorability Rating

### Action 3.1.1 (SiteGoalID: 8800) (DTS: 02/13/25)

#### Targeted Student Group(s)

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<b>Progress Monitoring Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<b>Data Collection &amp; Evaluation</b> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p>Continued focus on building a positive school climate and culture through PBIS implementation, an active student leadership program, and school-wide safety procedures including Character Strong curriculum and CA Healthy Minds, Thriving Kids curriculum. Areas of focus will include:</p> <ul style="list-style-type: none"> <li>Activities before school and during lunch, such as clubs, lunch time activities, band, theater, Sports on Campus, etc.</li> <li>Extended learning opportunities such as tutoring or enrichment activities including school sponsored sports, field trips, etc.</li> <li>GATE: The GATE coordinator will oversee the GATE program and both its recruitment/identification and GATE opportunities such as field trips, Spelling Bee Competitions, Mathletes, etc.</li> </ul> <p>We will provide opportunities for PBIS, Leadership, and GATE staff to participate in professional development to continually improve the programs to connect students at KAMS. We will purchase allowable, reasonable, and necessary materials, supplies, and services to enable these programs to increase student connectedness.</p> <p><b>Certificated Timesheets -</b></p>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>School Administration</li> <li>PBIS Tier I team</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>Prospective Survey Results</li> <li>CA Healthy Kids Survey</li> <li>PBIS TFI and Self Assessment Survey</li> <li>Number of students participating in activities from 5Star</li> <li>Number of Staff giving BEhavior points</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>Completion of CHKS</li> <li>End of year</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>PBIS Tier I team meetings</li> <li>With staff at end of year</li> </ul>	<p><b>Evaluation</b></p>

<b>Supplemental \$10,000</b>  <b>Contracts, Services, Subscriptions - Supplemental \$10,000</b>		
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### Action 3.1.2 (SiteGoalID: 8800) (DTS: 04/21/25)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Positive Messaging:</b> KAMS will continue to implement BEhavior points and develop rewards for the accumulation of these points.</p> <p>Increase the number of BEhavior points given each quarter.</p> <p>Continue staff positive recognition through our monthly Fantastic Falcon program.</p> <p>Purchase allowable, reasonable, and necessary materials, supplies, and services to enable these programs to increase student connectedness.</p> <p><b>Materials, Supplies, Equipment - Supplemental \$2,500</b></p>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>School Administration</li> <li>PBIS Coordinator</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>BEhavior Points given</li> <li>BEhavior Points redeemed</li> <li>Number of students participating in activities from 5Star</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>Quarterly</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>PBIS Tier I team meetings</li> <li>Leadership Meetings</li> <li>Staff Meetings</li> </ul>	<p><b>Evaluation</b></p>

**Funding Sources for District Goal 3 (DEV - LCAP ID: 774)**

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	2500	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	10000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

**District Strategic Goal 4:**

**Family & Community Engagement**

All students will benefit from programs and services designed to inform and engage 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
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 8801) (DTS: 02/13/25)

- For the 2025-2026 school year, the percentage of parents indicating effective opportunities for parent engagement will increase by 5% from 72% to 77%.
- Participation in the EGUSD Parent Perspective Survey will increase to10% for parents/guardians of English learners.
  - Parents/guardians of English learners will increase their involvement in ELAC by adding two members to the meetings.
  - Parent/guardian participation in Falcon Family Lunches will average at least 250 participants per Falcon Family Lunch

**Metric:** Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 8801) (DTS: 02/13/25)

**Targeted Student Group(s)**

- Hispanic or Latino

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <p>Encourage parent attendance by providing light refreshments and training materials for ELAC meetings.</p> <p>Continue to offer two Falcon Family Lunches each month.</p> <p>Create Community Equity Partnership meeting opportunities for two way communication between families and staff.</p> <p>Parent Teacher Home Visit Project: staff members compensated via FACE Department for home visits to families, espeically of our ML</p>	<p><b>Progress Monitoring</b></p> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"><li>• ELAC meeting attendance</li><li>• Parent participation at Falcon Family Lunches</li><li>• Number of families engaging with monthly newsletter</li><li>• Parent Perspective Survey</li></ul> <p><b>Who will data be shared with?</b></p> <ul style="list-style-type: none"><li>• Leadership team</li><li>• School Site Council</li><li>• ELAC</li></ul> <p><b>When will data be shared?</b></p> <ul style="list-style-type: none"><li>• Quarterly with Leadership Team</li></ul>	<p><b>Evaluation</b></p>

<p>families.</p> <p>Offer opportunities for parents to be on campus with their student including: Falcon Fest, Back to School Night, Incoming 7th Grade Parent Informational Night, Open House, 8th Grade Awards Night, 8th Grade Promotion.</p> <p>Continue with monthly newsletters to families updating community with information, events, updates, etc.</p> <p><b>Certificated Timesheets - Supplemental</b>  <b>\$1,500</b>  <b>Materials, Supplies, Equipment - EL Supplemental</b>  <b>\$1,000</b></p>	<ul style="list-style-type: none"> <li>• School Site Council Meetings</li> <li>• ELAC Meetings</li> </ul> <p><b>Who will collect data?</b></p> <ul style="list-style-type: none"> <li>• Site Administration</li> </ul>	
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#### Site Goal 4.2 (SiteGoalID: 9523) (DTS: 05/14/25)

**Reduce the overall percent of students chronically absent from 12.7% to 10%.**

- Long Term English Learners (LTELs) reduce chronically absent rate from 21.5% - 15.5%
- African American students reduce chronically absent rate from 26.2% - 21.2%.
- Socially Economically Disadvantaged students reduce chronically absent rate from 18.8% - 15%.
- Students with Disabilities reduce chronically absent rate from 22.7% to 17.7%.

**Metric:** Attendance Rate

#### Action 4.2.1 (SiteGoalID: 9523) (DTS: 05/14/25)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	

		<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p><b>Chronic Absenteeism:</b></p> <ol style="list-style-type: none"> <li>We will monitor chronic absenteeism rates for students, especially our LTEL, EL, SWD and SEL students. Students who are identified as chronically absent will be referred to a counselor, referred to site level administration, and referred to the District Attendance Office (RAIT) as necessary. All efforts will be made to communicate with these families to offer supports and services.</li> <li>Support families and students through support from FACE office and Parent/Teacher meetings as needed to see what resources our families need for students to be attending school regularly.</li> <li>Targeting Chronically Absent Students through assigned staff working with Attendance Improvement Office.</li> </ol> <p>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal</p>	<p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>Site Admin assigned to attendance.</li> <li>Regional Attendance Improvement Technician (RAIT).</li> <li>Teacher in Charge</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>Daily Attendance Reports</li> <li>D/F Reports</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>Attendance reports done biweekly</li> <li>D/F Reports done each grading period</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>Data shared at PBIS Tier I/II meetings, biweekly Attendance meetings, site leadership meetings</li> </ul>	

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	1500	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	1000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions



## Funding Source Summary for All District Goals

### Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$37500	\$3000	\$10000	\$1500	\$52000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$13500	\$0	\$2500	\$0	\$16000
Contracts/Services/Subscriptions	\$35003	\$5550	\$10000	\$0	\$50553

**Supplemental/Concentration (7201/0000) Total: \$118,553**

### EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$13128	\$0	\$0	\$0	\$13128
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$1000	\$1000
Contracts/Services/Subscriptions	\$5000	\$0	\$0	\$0	\$5000

**EL Supplemental (7250/0000) Total: \$19,128**

### 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.

N/A

## V. Funding

### Katherine L. Albiani Middle School (405) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	\$118,553	\$86,003	\$8,550	\$22,500	\$1,500	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	\$19,128	\$18,128	\$0	\$0	\$1,000	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$137,681	\$104,131	\$8,550	\$22,500	\$2,500	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0	Title I Homeless	\$0
		Title I Centralized Services	\$0	Title I Preschool	\$0
Subtotal of state or local funds included for this school	\$137,681				

