



Katherine L. Albiani Middle School

Local Control Accountability Plan (LCAP) 2024-2025

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: 2024-2025

Goal Setting (Icapid: 641)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 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.
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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 28, 2023

- January 30, 2024
- February 27, 2024
- April 16, 2024
- May 21, 2024

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:

- December 6, 2023
- January 23, 2024
- February 21, 2024

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

- Preservice August 2023
- Monthly Staff Meetings (9/20, 10/18, 11/15, 1/2, 2/21, 3/20, 4/17, 5/8)
- Bi-Monthly Leadership Meetings (7/28, 8/16, 9/6, 9/13, 10/4, 11/8, 1/3, 2/7, 2/14, 3/6, 4/3, 4/10, 5/1)
- 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 Ed. 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 twentieth 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 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:

All students will receive high quality classroom instruction and curriculum to promote college,

District Needs and Metrics 1:

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

career and life readiness and close achievement and opportunity gaps.

- 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

Site Goal 1.1 (SiteGoalID: 7527) (DTS: 12/13/23)

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

- ELA will increase by 2% in met or exceeded
 - EL students will increase from 16% to 18%
 - SED students will increase from 52% to 54%
 - SWD will increase from 22% to 24%
 - African American students will increase from 52% to 54%
 - Hispanic students will increase from 45% to 47%
- Math will increase by 2% in met or exceeded
 - EL students will increase from 10% to 12%
 - SED students will increase from 42% to 44%
 - SWD will increase from 8% to 10%
 - African American students will increase from 41% to 43%
 - Hispanic students will increase from 31% to 33%
- Science will increase by 2% in met or exceeded
 - EL students will increase from 0% to 2%
 - SED students will increase from 33% to 35%
 - SWD will increase from 15% to 17%
 - African American students will increase from 33% to 35%
 - Hispanic students will increase from 26% to 28%

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

Action 1.1.1 (SiteGoalID: 7527) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding for teachers to improve their professional capacity through professional development opportunities.</p> <p>In order to continue to develop professionally, teachers will need access to professional conferences and training, including, but not limited to:</p> <ul style="list-style-type: none"> California League of Middle Schools (CLMS) Annual Conference National Council for Teachers of Mathematics (NCTM) Asilomar Conference California Science Education Conference (CSTA) California Associate for Bilingual Education (CABE) CADA Conference CSLA Conference Special Education Training VAPA Professional Development AVID Summer Institute SCOE AVID Training GLAD Training <p>Emphasis this year for professional development will be attending conferences and workshops that target strategies to help with the achievement gap and disproportionality for African American, EL, Foster Youth, and Low Income students.</p> <p>Pay for substitutes so teachers can attend professional development opportunities.</p>	<p>Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> FONT Observations Illuminate assessments Intervention Spreadsheet D/F report PLC Meeting Minutes Formative/Summative assessment data results & analysis Teacher Surveys CAASPP Results <p>Who will data be shared with?</p> <ul style="list-style-type: none"> Staff during staff meetings and department meetings District support coaches <p>When will data be shared?</p> <ul style="list-style-type: none"> Quarterly in Staff meetings Yearly during Goals Conferences Yearly during evaluation meetings 	<p>Evaluation</p>

Action 1.1.2 (SiteGoalID: 7527) (DTS: 12/13/23)

Targeted Student Group(s)

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

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Department PLC Work Teachers will work collaboratively during release days/after contract hours, to align curriculum to content standards and provide students with high-quality instruction aligning of the Framework for High Quality Instruction (FHQI). Teachers will be using data to drive their instructional decisions.</p> <p>PLC Work will address the following:</p> <ul style="list-style-type: none"> Identifying essential standards Identifying learning targets for units Creating success criteria for each learning target Developing common assessments to assess learning targets and instruction Develop common instructional strategies to extend learning or intervene based on results of assessments <p>Support teachers in use of StudySync (ELA), Desmos(math), Impact (Social Science),</p>	<p>Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> FONT Observations Illuminate assessments Intervention Spreadsheet D/F report PLC Meeting Minutes Formative/Summative assessment data results & analysis Teacher Surveys CAASPP Results <p>Who will data be shared with?</p> <ul style="list-style-type: none"> Staff during staff meetings and department meetings District support coaches <p>When will data be shared?</p> <ul style="list-style-type: none"> Quarterly in Staff meetings Monthly in department meetings Yearly during Goals Conferences Yearly during evaluation meetings 	<p>Evaluation</p>

turnitin.com, Synergy and other online platforms through release days and ongoing training; provide funding to support teachers to attend related training, including but not limited to training for the math intervention program provided by the district.

Action 1.1.3 (SiteGoalID: 7527) (DTS: 12/13/23)

Targeted Student Group(s)

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

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide opportunities for students to learn about college options by accessing virtual and in-person college tours and materials about college and career options.</p> <p>Compensate AVID Coordinators.</p> <p>Provide release days for AVID Coordinators and teachers to collaborate and articulate areas of emphasis with elementary feeders as well as the high school to provide continuity in their AVID instruction.</p>	<p>Progress Monitoring</p> <p>What data will be collected:</p> <ul style="list-style-type: none"> Enrollment in AVID courses Attendance at college field trips Attendance at AVID family night Academic progress (every grading period) Enrollment in advance/honors/ accelerated courses 6 year plans <p>Who will data be shared with:</p> <ul style="list-style-type: none"> AVID teachers and coordinators District AVID coordinators Parents/Families in AVID All families via Newsletter Staff <p>When will data be shared:</p>	<p>Evaluation</p>

	<ul style="list-style-type: none"> • Quarterly during staff meetings • Monthly in Family Newsletters • Yearly with AVID District Coordinators 	
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Action 1.1.4 (SiteGoalID: 7527) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide teacher compensation for advising academic competition teams and entrance fees to academic competitions, including, but not limited to:</p> <ul style="list-style-type: none"> • Robotics Tournaments • Mathletes Competitions • Science Olympiad • Battle of the Books • Scripps Spelling Bee 	<p>Progress Monitoring</p> <p>What data will be collected:</p> <ul style="list-style-type: none"> • Enrollment in each club/program • School connectedness rate in student surveys (PIC) <p>Who will data be shared with:</p> <ul style="list-style-type: none"> • Staff via newsletters/staff meetings • Families via newsletters <p>When will data be shared:</p> <ul style="list-style-type: none"> • Each semester with staff • Each semester with families 	<p>Evaluation</p>

Action 1.1.5 (SiteGoalID: 7527) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan 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 and VAPA courses. Support the continued development of the middle school CTE courses that align with our high school pathways at Pleasant Grove High School: Agriculture Pathway (FFA), Digital Media Academy (DMA), Innovative Design and Engineering Academy (IDEA), Biomedical Academy, as well as those that do not align with the pathways at PGHS.	Progress Monitoring What data will be collected: <ul style="list-style-type: none"> Enrollment numbers in CTE/VAPA courses Number of course sections D/F reports each progress report Student surveys depicting connectedness with school CAASPP scores for students in CTE/VAPA Who will data be shared with: <ul style="list-style-type: none"> CTE/VAPA teachers All Staff When will data be shared: <ul style="list-style-type: none"> Quarterly with CTE/VAPA staff Yearly with all staff 	Evaluation

Action 1.1.6 (SiteGoalID: 7527) (DTS: 04/28/24)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making
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	shared with?	progress?
<p>Action Plan</p> <p>Purchase allowable, reasonable, and necessary materials, supplies, and supplemental services to enable instruction to continue at the highest level of student engagement and achievement.</p> <p>Purchase online platforms and software that will support classroom instruction and allow for more frequent assessments to gather more feedback. Platforms funded include, but are not limited to:</p> <ul style="list-style-type: none"> • Peardeck • Edpuzzle • KUTA • Blooket • Turnitin.com • Formative • Brisk 	<p>Progress Monitoring</p> <p>What data will be collected:</p> <ul style="list-style-type: none"> • D/F Reports each progress report • CAASPP scores • Student surveys <p>Who will data be shared with:</p> <ul style="list-style-type: none"> • Staff • Department Chairs • School Site Council <p>When will data be shared:</p> <ul style="list-style-type: none"> • Quarterly with Leadership team • Semesterly with Staff during meetings. 	<p>Evaluation</p>

Site Goal 1.2 (SiteGoalID: 7531) (DTS: 12/13/23)

Staff will provide greater services, interventions and monitoring for EL students in order to support EL students in making adequate progress in their language development.
Increase EL classification by 5%, from 20% Fluent-English Proficient Students to 25%.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.2.1 (SiteGoalID: 7531) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan Refine EL Mentor/Tutoring program through implementation of streamlined process: <ul style="list-style-type: none"> Teachers identified by October; will agree to complete requested paperwork from EL administrator, as well as agree to a monthly check-in with the EL Administrator to report on the progress of EL students Mentor/Tutoring program will provide EL academic support to students earning D's & F's, below 2.0 GPA, demonstrate low level of language acquisition, etc. Compensate teachers for Initial and Summative ELPAC administration. Provide training materials, light refreshments, and awards for ELAC meetings. 	Progress Monitoring What data will be collected: <ul style="list-style-type: none"> ELPAC/SBAC Results Teacher Surveys RFEP monitoring Academic Progress <ul style="list-style-type: none"> Progress Reports End of Term Grade Reports EL Walkthrough Data (with the help of FONT) Who will data be shared with: <ul style="list-style-type: none"> EL Teachers Staff ELAC Team When will data be shared: <ul style="list-style-type: none"> During ELAC meetings Semesterly with Staff during meetings School Site Council meetings 	Evaluation

Action 1.2.2 (SiteGoalID: 7531) (DTS: 05/12/24)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome?
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<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Utilize certificated staff to support EL Coordination duties, including but not limited to:</p> <ul style="list-style-type: none"> Identificaiton/placement of EL students Reclassification EL/RFEP Monitoring Parent Communication Support for ELAC meetings Collaboration with EL coaches (including substitute coverage if meeting during contracted time.) <p>Purchase allowable, reasonable, and necessary materials to enable this EL support to continue to support our students.</p>	<p>Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> Formative and summative assessments GPA Attendance data FONT Data <p>How often and when will it be collected?</p> <ul style="list-style-type: none"> Progress monitoring will occur when progress reports are due. GPA and attendance will be reviewed at the end of each Term. <p>Data shared with?</p> <ul style="list-style-type: none"> Admin team and counselors MLL PLC ELAC 	<p>Evaluation</p>

Site Goal 1.3 (SiteGoalID: 7778) (DTS: 04/14/24)

Implementation of effective learning targets will increase from 67.3% to 72.3% by the end of the year as measured by the Teacher and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher explains what will be learned and why will increase from 78.8% to 80%.
- Teacher survey data regarding current level of implementation of learning targets will increase from 63.7% to 70%.
- FONT implementation data will increase from 35% to 50%.

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

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Learning targets will be a focus of staff development for the 2024-2025 school year. From walkthroughs to teacher evaluation conferences, learning targets will be the focus during instructional conversations.</p> <ol style="list-style-type: none"> During Pre-Service days, staff will engage in work on calibrating learning targets and share best practices. Administration will meet with each teacher during goals conferences to go over expectations and brainstorm with individual teachers. Throughout year, Administration will conduct walkthroughs in classes and use FONT to record data. Use CAASPP scores to determine if increased learning target awareness leads to increased testing achievement. Use survey feedback to determine if learning target focus resulted in increased teacher fidelity and efficacy as well as student response. 	<p>Progress Monitoring</p> <p>What data will be collected:</p> <ul style="list-style-type: none"> FONT Observations CAASPP Scores D/F Report after each progress report Survey Feedback <p>Who will data be shared with:</p> <ul style="list-style-type: none"> Staff Admin Leadership Team Site Leadership Team School Site Council <p>When will data be shared:</p> <ul style="list-style-type: none"> Quarterly: Administration will conduct quarterly Rapid Cycle Measures with departments on their use of learning targets. Students in classes will also take these short surveys to gather data. Yearly: At the end of the year, the district Perspective Survey will be conducted and used to determine if teacher fidelity and efficacy of learning targets improved. 	<p>Evaluation</p>

Funding Sources for District Goal 1 (DEV - LCAP ID: 641)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	40930	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	25000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	12000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	10000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	2000	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7534) (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 2.1.1 (SiteGoalID: 7534) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Administration & Teaching staff will present advocacy lessons in preparation for CAASPP testing.	Testing Coordinator will keep track of student completion rates and share data with staff as necessary.	

Action 2.1.2 (SiteGoalID: 7534) (DTS: 05/12/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Teachers will work collaboratively through the PLC process to use, analyze and interpret common assessments (including PLC, Illuminate, CAASPP).	What data will be collected? <ul style="list-style-type: none">SMART Goals from each departmentIlluminate Assessment results	

<ol style="list-style-type: none"> 1. Working closely in collaboration with district coaches, departments will either develop a SMART goal for one essential skill or for ELA and Math an area of the CAASPP testing or Illuminate assessment that is low for the majority of students. This SMART goal will include a timeline, the common assessment, and the definition of success. 2. Teachers will collaboratively plan formative and summative common assessments tied to department-determined essential skills. 3. Teachers will give the common assessment, analyze results and use this data to inform instruction. 4. Admin will continue to work with the activities director to build conditions for thriving around exams and incentivize best effort by students with positive rewards. 	<ul style="list-style-type: none"> • Department common assessments • GPA or D/F reports at the end of each quarter <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • Department Chairs/Leadership team • Administration • School <p>When will data be shared?</p> <ul style="list-style-type: none"> • SMART goals will be monitored for progress at department meetings and at Department Chair Check-In meetings with Administration and through the PLC release day accountability form. • Common Assessment Data will be reviewed and analyzed by Departments. • GPA data will be reviewed by Admin, teams, restorative practices teacher, and counselors after each grading period for targeted intervention and parent communication. • Illuminate data will be reviewed by Admin and Departments with district coaches when available during Dept and PLC Meetings. 	
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Site Goal 2.2 (SiteGoalID: 7528) (DTS: 12/13/23)

Professional learning communities will use assessment data, specifically from the Illuminate program, to improve instruction for all students, with extra support provided for low-performing, EL, and special education students. In the 2023 CAASPP administration, 16% of our EL students met or exceeded the standard in ELA, and 10% of our EL students met or exceeded the standard in Math. The desired outcome is an increase of 2%, from 16% to 18% in ELA and from 10% to 12% in Math.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7528) (DTS: 12/13/23)**Targeted Student Group(s)**

• EL • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>PLCs will create/refine, and administer assessments containing <u>at least two common questions/assignments</u> during the 2024-2025 school year, developed during release time or after school/summer work time.</p> <p>Teachers will analyze their own student assessment data to inform needs of students and modifications of instruction.</p> <p>Teams will analyze data and modify instruction as necessary as a team during Monday minimum days.</p>	<p>Progress Monitoring</p> <p>What data will be collected:?</p> <ul style="list-style-type: none">PLC Meeting MinutesFormative & Summative Common Assessment DataIlluminate DataAcademic Progress DataFONT Walkthrough Data <p>Who will data be shared with:</p> <ul style="list-style-type: none">Individual teachersDepartmentsSite Leadership Team <p>When will data be shared:</p> <ul style="list-style-type: none">Quarterly with departments/staffDuring Site Leadership meetings	<p>Evaluation</p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 641)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	8000	Certificated- Timesheets

Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

District Strategic Goal 3:

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: 7529) (DTS: 12/13/23)

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

Metric: School Climate - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 7529) (DTS: 12/13/23)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Continued focus on building a positive school climate and culture through PBIS Committee work, an active student leadership program, and school-wide safety procedures including Character Strong curriculum and CA Healthy Minds, Thriving Kids curriculum.</p> <p>Areas to support schoolwide programs:</p> <ul style="list-style-type: none"> Activities before school and during lunch such as clubs, lunch time activities, band, theater, etc. Activities before or after school, such as Extended Day (tutoring or enrichment activities), school sponsored sports, field trips, etc. Tutoring to be offered in mornings and afternoons. GATE: The GATE coordinator will oversee GATE and develop and implement a plan to support GATE students, including but not limited to: before/after school activities or field trips. Purchase allowable, reasonable, and necessary materials, supplies and services to enable the PBIS and Leadership teams to support students and increase student engagement. <p>Provide opportunities for PBIS, Leadership, GATE coordinators to</p>	<p>Progress Monitoring</p> <p>What data will be collected:</p> <ul style="list-style-type: none"> CA Healthy Kids Survey EGUSD Survey results D/F Report each progress report PBIS TFI and Self Assessment Survey <p>Who will data be shared with:</p> <ul style="list-style-type: none"> PBIS Tier I and II Teams Site Leadership Team Staff <p>When will data be shared:</p> <ul style="list-style-type: none"> Monthly PBIS meetings Monthly Site Leadership meetings Semesterly with whole staff at meetings. 	<p>Evaluation</p>

<p>participate in professional development to continually improve the programs at Albani for student connectedness.</p> <p>Continue to provide funding for motivational speakers and assemblies promoting connection and engagement with school.</p>		
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Action 3.1.2 (SiteGoalID: 7529) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Support the PBIS Team as Tier III is implemented by providing allowable, reasonable and necessary supplies to create this level of support and sustain it.</p>	<p>Progress Monitoring</p> <p>What data will be collected:</p> <ul style="list-style-type: none"> CA Healthy Kids Survey EGUSD Survey results D/F Report each progress report PBIS TFI and Self Assessment Survey <p>Who will data be shared with:</p> <ul style="list-style-type: none"> PBIS Tier I and II Teams Site Leadership Team Staff <p>When will data be shared:</p> <ul style="list-style-type: none"> Monthly PBIS meetings Monthly Site Leadership meetings Semesterly with whole staff at meetings. 	<p>Evaluation</p>

Action 3.1.3 (SiteGoalID: 7529) (DTS: 04/28/24)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Identify district as well as external groups that can come to Albani and support students in our highest need groups. Provide groups for students to meet with during lunch or during class time to discuss different topics (e.g. Anxiety, Grief, etc.) as well as groups promoting success within these different groups.</p> <p>For example: Young Men Rising, SacConnect, etc. Partner with groups to provides spaces for students to communicate and connect with other students who identify simillarily.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete this Action Plan to ensure our students feel connected to this school.</p>	<p>Progress Monitoring</p> <p>What data will be collected:</p> <ul style="list-style-type: none">Attendance ratesD/F progress reportsStudent Perspective SurveysCA Healthy Kids Survey <p>Who will data be shared with:</p> <ul style="list-style-type: none">PBIS Tier I and II teamsSite Leadership teamSchool Site CouncilELAC <p>When will data be shared:</p> <ul style="list-style-type: none">Monthly PBIS meetingsMonthly Site Leadership meetingsSemesterly with whole staff at meetings	<p>Evaluation</p>

Site Goal 3.2 (SiteGoalID: 7532) (DTS: 12/13/23)

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

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 7532) (DTS: 12/13/23)**Targeted Student Group(s)**

- All • School-wide

Action Plan <ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	Progress Monitoring <ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	Evaluation <ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Increase positive supports for students struggling academically and behaviorally through Tier II work and Multi-Tiered System of Supports (MTSS) through release time for PBIS Tier II team members.</p> <p>Reinstitute an "in-between" accountability measure for students in the form of lunch detention.</p> <p>Continue to refine the role of the Restorative Practices (RP) staff member and room. Increase amount of time Restorative Practices teacher spends in classrooms outside of the RP room engaging with students and helping staff increase community inside their classrooms. Increase the participation by staff members in Community Circles and Restorative talks for students who have been referred to the RP room.</p> <p>Formally begin first year of RP training for entire staff. Two minimum days to be held (on in fall and one in spring) to begin process of all classroom teachers creating community and relationships in their own rooms.</p>	<p>Progress Monitoring</p> <p>What data will be collected:</p> <ul style="list-style-type: none">• CA Healthy Kids Survey• Student Perspective Survey• PBIS Self-Assessment Survey and TFI• Synergy Behavior Reports• Progress Reports (D/F Report) <p>Who will data be shared with:</p> <ul style="list-style-type: none">• PBIS Tier I and II teams• Site Leadership team• Entire staff <p>When will data be shared:</p> <ul style="list-style-type: none">• Quarterly with PBIS teams• Quarterly with Site Leadership team• Semesterly during staff meetings	<p>Evaluation</p>

This will help students increase engagement and connection to school and create a community in which students feel a part of.

Funding Sources for District Goal 3 (DEV - LCAP ID: 641)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	2000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	8000	Materials/Supplies/Equipment
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)	2455	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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: 7530) (DTS: 12/13/23)

Increase parent, family, and community engagement and communication.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 7530) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide opportunities for parents to engage with the school including, but not limited to:</p> <ul style="list-style-type: none"> • Synergy ParentVUE <ul style="list-style-type: none"> ◦ informational sessions on how to get/stay involved • Family Lunch on the Quad • Community Equity Partnership Meetings <ul style="list-style-type: none"> ◦ Compensate staff members for attendance at meetings outside of contract day • Parent University • Career Fair Day • Join Me at School Days 	<p>Progress Monitoring</p> <p>What data will be collected:</p> <ul style="list-style-type: none"> • Attendance at family/community events • Increase in number of parents registered for Synergy • Parent Perspective Survey <p>Who will data be shared with:</p> <ul style="list-style-type: none"> • Site Leadership team • School Site Council • ELAC <p>When will data be shared:</p> <ul style="list-style-type: none"> • Quarterly with Site Leadership team 	<p>Evaluation</p>

<ul style="list-style-type: none"> • PBIS Committee • School Site Council • AVID Family Nights • Parent Teacher Home Visit Project <ul style="list-style-type: none"> ◦ Staff members to be compensated via funding from FACE Department • 8th Grade Promotion • Spring Open House <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>	<ul style="list-style-type: none"> • School Site Council meetings • ELAC meetings <p>Who will collect data:</p> <ul style="list-style-type: none"> • Site Administration will collect data 	
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Action 4.1.2 (SiteGoalID: 7530) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Increase parent outreach to subgroups disproportionately represented in GATE/Honors courses, to families disproportionately subject to discipline and other families who are not engaged in the activities of the school.</p> <p>Refine current ELAC practices in order to engage with the families of English Learners in a more authentic way.</p> <p>Create opportunities to instruct EL families on ways to get involved, communicate with teachers, and monitor students through Synergy.</p>	<p>Progress Monitoring</p> <p>What data will be collected:</p> <ul style="list-style-type: none"> • Attendance at family/community events • Increase in number of parents registered for Synergy • Parent Perspective Survey • Student Attendance, specifically Chronically Absent Reports <p>Who will data be shared with:</p> <ul style="list-style-type: none"> • Site Leadership team • School Site Council • ELAC <p>When will data be shared:</p>	<p>Evaluation</p>

- Quarterly with Site Leadership team
- School Site Council meetings
- ELAC meetings

Site Goal 4.2 (SiteGoalID: 7533) (DTS: 12/13/23)

Reduce the percent of students chronically absent from 15.3% to 14.3% as measured on the CA Dashboard.

- Reduce the percent of African American students chronically absent from 23.1% to 22.1% as measured on the CA Dashboard
- Reduce the percent of English Learner students chronically absent from 13.2% to 12.2% as measured on the CA Dashboard
- Reduce the percent of Hispanic students chronically absent from 24.9% to 23.9% as measured on the CA Dashboard
- Reduce the percent of Students with Disabilities chronically absent from 23.5% to 24.5% as measured on the CA Dashboard
- Reduce the percent of Socioeconomically Disadvantaged students chronically absent from 23.2% to 22.2% as measured on the CA Dashboard

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 7533) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
KAMS Administrative and Clerical staff will continue to reach out to families before the school year begins. Synergy offers multiple reports to allow staff to observe	What data will be collected: <ul style="list-style-type: none"> • School Attendance Rates <ul style="list-style-type: none"> ◦ Chronic Absenteeism Rate 	

<p>attendance patterns, specifically it allows for the identification of individuals and groups of students who are missing 10% of their days on roll. One member of the administrative staff is designated to work with chronically absent students to provide additional supports.</p> <p>Continue work with the Regional Attendance Improvement Technicians to support families with attendance concerns.</p>	<ul style="list-style-type: none"> Overall Attendance Rates CA Dashboard Absentee Rates D/F Progress Reports <p>Who will data be shared with:</p> <ul style="list-style-type: none"> PBIS Tier I and II team Site Leadership team Staff <p>When will data be shared:</p> <ul style="list-style-type: none"> Monthly with PBIS teams Monthly with Site Leadership team Semesterly with staff during meetings. 	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 641)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	2000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	6000	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	1000	Materials/Supplies/Equipment



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	\$40930	\$8000	\$2000	\$2000	\$52930
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$25000	\$0	\$6000	\$0	\$31000
Materials/Supplies/Equipment	\$12000	\$0	\$8000	\$6000	\$26000

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	\$10000	\$0	\$0	\$0	\$10000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$2455	\$0	\$2455
Materials/Supplies/Equipment	\$2000	\$0	\$0	\$1000	\$3000

Justification of School-Wide Use of Funds

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

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

V. Funding

Katherine L. Albiani Middle School (405) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$109,930	\$77,930	\$8,000	\$16,000	\$8,000	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$15,455	\$12,000	\$0	\$2,455	\$1,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,385	\$89,930	\$8,000	\$18,455	\$9,000	

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
Subtotal of state or local funds included for this school	\$125,385	Title I Centralized Services	\$0
		Title I Preschool	\$0

		Signatures: (Must sign in blue ink)	Date
Principal	Chris Rauschenfels	_____	_____
School Site Council Chairperson	Debbie Lorraine	_____	_____
EL Advisory Chairperson	Mahmoud Maharmeh	_____	_____