



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

# **Local Control Accountability Plan (LCAP) 2021-2022**

**Principal: GABRIELLE BAJAR**

**County-District-School (CDS) Code: 34673140108746**

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

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

## Goal Setting

### State Priorities

#### Conditions of Learning:

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

#### Pupil Outcomes:

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

#### Engagement:

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

### Strategic Goals

#### Goal 1: High-Quality Classroom Instruction and Curriculum

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

#### Goal 2: Assessment, Data Analysis, & Action

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

#### Goal 3: Wellness

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

#### Goal 4: Family and Community Engagement

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

### Stakeholder Engagement

#### 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 all stakeholders as part of the planning process for this LCAP/Annual Review and Analysis. Students participated in a Needs Analysis Survey via SynergyMail. Staff also participated in a Needs Analysis Survey in the Spring of 2021. Additionally, parents and guardians received the following excerpt in a message from EGUSD Communications on March 19, 2021:

Looking forward, planning for spring activities and graduations is happening and in preparation for the planning of the 2021-2022 school year, next week, the Local Control Accountability Plan (LCAP) stakeholder feedback gathering process will kick-off for students, parents, and staff. The District will be seeking stakeholder input regarding how to prioritize funding for various priorities and as a reminder on the types of projects that can be funded, please view our [LCAP video](#). More detailed information about the LCAP process can be found on our [LCAP web page](#).

KAMS Site Council discussed and reviewed the 2020-2021 plan, making careful note of the goals we'd like to continue for the 2021-2022 plan at the following School Site Council Meetings:

- September 1, 2020
- September 29, 2020
- December 1, 2020
- January 5, 2021
- April 6, 2021
- May 4, 2021
- October 14, 2021
- November 16, 2021

KAMS and Pleasant Grove High School meet jointly as an English Learner Advisory Committee (ELAC). The committee meets throughout the year with varying topics on the agenda, including but not limited to an overview of the EL program at KAMS/PGHS, grades, attendance, parent involvement, the purpose of an ELAC, annual ELPAC testing, course selection for 7th - 11th grade students, parents 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, via Zoom on the following dates for the 2020-2021 and 2021-2022 school years:

- October 2, 2020
- January 26, 2021
- April 28, 2021
- November 15, 2021

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

- Pre-Service August 2020
- Monthly Staff Meetings (ongoing)
- Weekly Department Meetings (ongoing)
- Bi-Monthly Leadership Meetings (ongoing)

**Impact of LCAP and Annual Update**

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

Discussions with stakeholder groups and data collected from surveys were instrumental in aligning our funds to our site plan. After reviewing the data and discussing the results with Site Council, our task was clear. We need to continue to fund time for our educators to work collaboratively in planning curriculum and developing meaningful assessments.

**Resource Inequities**

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

n/a

**Goals, Actions, and Progress Indicators**

**District Strategic Goal 1:**

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

**District Needs and Metrics 1:**

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

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

**Site Goal 1.1**

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 15% to 17%
  - SED students will increase from 44% to 46%
- Math will increase by 2% in met or exceeded
  - EL students will increase from 12% to 14%
  - SED students will increase from 47% to 49%

**Metric:** CAASPP

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All • EL • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Continue development and analysis of grade level CCSS common curriculum for English Language Arts, mathematics, social science, and science through release days and professional conference support. Provide Professional Development for teachers of English Learners, specifically in the area English Language Development.</p> <p>In order to continue to develop professionally, teachers will need access to professional conferences and training, including, but not limited to:</p>	<p>Quality classrooms and schools evolve around powerful teaching and learning for each student. Three sources from the extensive research literature on high quality instruction are briefly described below. J. McTighe's widely researched and used <i>Understanding by Design</i> (2004) focuses primarily on delineating and guiding sound curriculum design. C.Tomlinson's equally widely researched and used <i>How to Differentiate Instruction in Mixed Ability Classrooms</i> (2001) focuses primarily on an instructional delivery model - processes and procedures to ensure that all students learn. The integration of these models - <i>Integrating</i></p>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• PLC Meeting Minutes</li> <li>• Common Assessment Data</li> <li>• Trainer of Teachers model for staff to present at meetings</li> <li>• Teacher Surveys</li> <li>• CAASPP Results</li> <li>• EL Coach Services</li> </ul>

<ul style="list-style-type: none"> <li>• California League of Middle Schools (CLMS) Annual Conference</li> <li>• National Council for Teachers of Mathematics (NCTM) Asilomar Conference</li> <li>• California Science Education Conference (CSTA)</li> <li>• California Associate for Bilingual Education (CABE)</li> <li>• AVID Summer Institute</li> <li>• SCOE AVID Training</li> <li>• GLAD Training</li> </ul>	<p><u><i>Differentiated Instruction and Understanding by Design</i></u> (Tomlinson &amp; McTighe, 2001) provides compelling evidence and tools to connect content with students' learning needs - an imperative for students to learn CCSS.</p>
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Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$3600	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PreAP Training (7218/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2904	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/0000)	\$1600	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Support teachers in use of StudySync (ELA), Desmos(math), Impact (Social Science), and Synergy through release days and ongoing training; provide funding to support teachers to attend related training, including but not limited to training for the math intervention program provided by the district.</p> <p>Support teachers and students in the area of research &amp; writing and academic integrity by purchasing a subscription to turnitin.com.</p> <p>Support teachers and students in the area of online lesson delivery platform by purchasing teacher subscriptions to GoFormative.</p>	<p>Cohen and Dacanay (1992) document greater student achievement percentile gains with teacher using technology as a supplement to instruction (gain of 21 percentile points) vs. using technology to replace the teacher (gain of 41 points.) See "Computer-based instruction and health professions education: a meta-analysis of outcomes." <u>Evaluation and the Health Professions</u>, 15 (3) 250-281.</p> <p><b>Academic Integrity Starts in Kindergarten</b> Acting with integrity doesn't suddenly become important in high school or college. Children starting in kindergarten can and should be educated on what integrity means and the role it plays in the classroom and beyond.</p> <ul style="list-style-type: none"> <li>• Kids must learn how to be honest and need role models to guide them in their acquisition of societal norms that align with their moral principles. By building a foundation of respect early in a child's academic career, educators can help students to develop positive habits and a long-lasting sense of self-confidence and self-awareness.</li> <li>• According to the International Center for Academic Integrity, academic integrity is "a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage." At a young age, children have the ability to learn the importance of these six character traits and to practice them in and out of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• CAASPP results</li> <li>• completion of electronic assignments</li> <li>• decrease in referrals for academic dishonesty</li> </ul>

- Starting in kindergarten, children learn the habits and routines that will influence their actions and decisions for the rest of their lives. Elementary, followed by middle and high school teachers, can create a culture of integrity in the classroom in order to emphasize the importance of trustworthiness and responsibility at a young age.

#### **Academic Integrity Means Anticipating Pressure**

At every stage of an academic or professional career, an individual will encounter deadlines, stress, and pressure. Acting with integrity means planning ahead for these challenges and seeking resources to support responsible decision-making.

- At the Massachusetts Institute of Technology (MIT), students and professors alike understand that deadlines are a part of the college experience. In anticipation of the stress that often coincides with busy schedules, professors offer a variety of resources to students, that allow them to plan ahead and avoid situations that may compromise their integrity
- It is essential for educators to clarify the definition of authorship and explicitly define the parameters for a project. If students are aware of what is expected prior to beginning their work, they are often more capable of anticipating pressure and planning ahead. Turnitin offers several webcasts that address the importance of careful citation and understanding plagiarism, which help students to better understand authentic work.
- Self-care is extremely important in anticipating pressure. This includes healthy eating, mental health awareness, and plenty of sleep, allowing students to be their best selves in and outside of the classroom. Academic pressure and stress can arise from a busy schedule that doesn't make room for healthy daily choices.

#### **Academic Integrity Goes Beyond the Classroom**

Roy T. Bennett once said: "Do what is right, not what is easy..." Students need to understand that acting with integrity will not simply affect their grades at the end of the semester, but will influence how they live their whole lives.

- Everyone has the opportunity to make the right choice, even celebrities. The rise of the "celegrity" (celebrities with integrity) has combated the negative stereotypes of the rich and famous. Students who strive for integrity should look up to—and try to surround themselves with—people who live with honesty and kindness.
- All decisions have a ripple effect. If in a moment of weakness, a student makes a decision that does not align with the high standards to which they normally adhere, the outcome of that choice will be felt in many other ways. If students adopt the perspective that "the end justifies the means," they may lose touch with the deep interconnectedness of decisions and their consequences.

- Be a role model. Younger siblings, cousins, and peers look to their elder counterparts for guidance on what to do and how to act. By imagining who might be watching and learning from their actions, students themselves may strive to be better. Thought leader and award-winning author Frank Sonnenberg believes that to be a good role model, you must first live with honor and integrity.

When the pressure is on, help students to understand that there are ways they can prepare for and work under stress with integrity. When students are in a calm and reflective space, engage them in a dialogue that helps them to see how academic integrity moves with them, from kindergarten through college and beyond. No matter what, students will appreciate the chance to consider their own lives and how they, too, can live with integrity.  
 (<https://www.turnitin.com/blog/three-things-your-students-don-t-know-about-academic-integrity>)

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$900	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$7200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Purchase instructional supplies for science labs, art courses, and dance classes/performances.</p> <p>Provide opportunities for students to learn about college options by accessing virtual college tours, materials about college and career options.</p> <p>Compensate AVID Coordinators.</p>	<p>Why It's Important to Plan for College as Early as Middle School By EducationQuest Foundation August 2016</p> <p>John entered middle school with visions of a future career as an engineer – and he was determined to get there. Science was his favorite class, but he had difficulty with other classes and started falling behind. Throughout high school, he continued to struggle with academics and became more aware of the cost of college. By the time he was a senior, he gave up hope that college was possible due to his poor grades, his confusion about how to get to college, and the financial worries of paying for it. What if someone had provided John with college planning information and guidance when he was in middle school? According to research, that type of intervention would have positively impacted John's chances of going to college. Middle school students expect to graduate from high school and attend college. But of the 89.68% (2014, NDE) of Nebraska students who graduated from high school, 71.5% (2013-14 class, CCPE) continued onto college. iOne-quarter of Nebraska students are not furthering their education to obtain skills for a career and are missing out on the benefits of education beyond high school. According to The College Board, there are "Five Ways Ed Pays:" Students will make more money over their lifetime, are less likely to be unemployed, are less likely to be obese and will exercise more</p>	

often, will read to their children more often, and are more likely to vote and volunteer. Parents also have aspirations of a promising future for their children – but may not know how to provide actions needed to help their student get to college. With no education beyond high school, John’s mother didn’t know how to support him – and was very concerned about how to pay for college. Parents may lack knowledge about what it takes to get to college, and are financially unprepared in that they’re not saving enough or don’t know about types of financial aid. Factors that impact the ability to plan early for college: Students lack knowledge of and the ability to plan for college ? “Although students said they were prepared for and would not drop out of high school and that they intended to attend college, 83% of students surveyed also said that they know nothing or very little about the high school courses that are required to graduate.” ii ? Students from low-income families have limited access to college planning and career information.iii Therefore, families that lack college information or resources are less likely to help plan for and eventually send their children to college. Students lack preparedness ? Only 43% of Nebraska high school students meet three or four ACT benchmark scores – the minimum necessary for students to succeed in first-year college courses.iv The middle grades are an essential time to focus on academic achievement. Students’ level of academic attainment in 8th grade has a greater impact on college and career readiness by the time they complete high school than anything they do academically in high school. v ? Students need at least a 3.0 GPA in the middle grades to be college-bound; a 3.5 GPA gives them at least a 50% chance.vi In a study conducted by Johns Hopkins University, “sixth graders who failed math or English/reading, or attended school less than 80% of the time, had only a 10% to 20% chance of graduating (high school) on time.”vii And 40% of middle school students who say 2 there’s a good chance they may drop out of high school also say that low grades or their inability to keep up with coursework would be the primary reason. viii ? This concern is for every student, even though socioeconomic status tends to impact who is prepared for college. ix Who was not on target to be ready for college-level reading by the time they graduated from high school? 60% of eighth graders whose annual family income was less than \$30,000 and whose parents did not attend college, and 25% of eighth graders whose annual family income was greater than \$100,000 and whose parents both attended college. Students and parents are concerned about cost ? “Equally troubling is that 92% of students who said there’s a chance they might not attend college said the reason was that it costs too much.”x ? One-third of middle school students and their families have not considered how they are going to pay for college.xi Many students and parents overestimate college costs and are unaware of the availability of financial aid.xii Early college planning is important. Students who start planning early are more likely to attend college than those who don’t, regardless of other barriers.xiii ACT recommends middle-level efforts, citing the importance that “we expand college access and readiness programs no later than the middle grades to monitor, support, and accelerate the academic growth” – especially of low-income students. What should middle schools do? Develop a strong college-going

culture Students choose college if they are educated and raised in a culture where college is valued and emphasized. Educators in effective middle schools help students explore future options, set goals, and choose high school classes. xiv Patricia McDonough at the Center for Educational Outreach at the University of California-Berkeley has identified nine principles of a college-going culture: xv 1. College Talk 2. Clear Expectations 3. Information & Resources 4. Comprehensive Counseling Model 5. Testing & Curriculum 6. Faculty Involvement 7. Family Involvement 8. College Partnerships 9. Articulation Motivating students for college is an important part of creating a college-going culture. Harvard researchers Savitz and Romer recommend four major steps: xvi 1. Help students see themselves as college capable by facilitating activities where they explore their identity and discover their strengths. a. Ask current college students who have similar traits as your students to speak in a student panel format, or make a bigger commitment, like mentoring or tutoring. b. Give opportunities for students to experience college life, like going on a campus visit. 2. Help students internalize the benefits of intrinsic and extrinsic rewards, and build on their interests to tap into intrinsic motivation for college. a. Start with offering a tangible reward for a behavior, then transition into students continuing the positive behavior because they believe it will help them reach their goals. b. When an athlete learns that hard work and dedication results in success, those same talents can be transferred to using hard work and dedication to work hard in school. 3 3. Help students set goals and overcome barriers by teaching them to manage their thoughts, emotions, and behaviors. Specifically, help them: a. find short-term benefits in the college-going process. b. identify multiple pathways to overcome obstacles. 4. Utilize the power of relationships. Students are four times more likely to go to college if their peers talk about and plan to go to college. xvii a. Get the family involved by finding opportunities for students, families, and the school to work together. This can include guiding families in: providing a place for their child to study at home, helping their child to be organized, and questions to ask their child to understand and encourage their goals – and information to help them plan for the future. Support early academic preparedness ? Academic readiness for college and career can improve when students develop behaviors known to contribute to successful academic performance, especially in the upper elementary grades and middle school. xviii Improving academic discipline (work and study habits) and orderly conduct were found to have the greatest impact on 8th grade course success. xix ? Because grades are better predictors of eventual success, schools should focus on improving course performance, and less time raising test scores. Strategies to do this includexx: o Develop five-year plans (grades 8-12) or seven-year plans (grades 6-12) so students can see and work toward a future. o While working on weaker skills, provide educational experiences that provide short-term success while showcasing strong skills students have, like drama or debate for students with strong verbal skills. o Develop an effective plan to provide extra help. Providing intentional support for concepts students are struggling with will payoff better than after-school program study time or an illfocused study hall. o Teach self-management skills, like



note-taking and time-management. o Always take action early! Early intervention is key. Stress the importance of attendance. Strategies aimed at attendance improvement could have more of a pay-off for high school and college graduation as efforts aimed at improving test scores. Consider taking the following actions:

- xxii ? Measure attendance in informative and actionable ways: every absence should elicit a response so students know they are missed. Then solve any issues impeding their ability to get to school. ?
- Recognize strong attendance on a regular basis – both individually and through the positive peer pressure of collective success (by homeroom/classroom/grade level). ?
- Prioritize making your school a safe and engaging place for students to enter. Inform students and parents about ways to pay for college ? In a University of Michigan study, children as young as eleven planned to devote more time to schoolwork and have bigger goals when they viewed college as a realistic outcome for them – because of financial aid. However, this effect was not seen in children with already struggling grades, implying financial aid information should be given to families early, before a student falls behind. xxiii 4 ? Families will be more likely to plan ahead and encourage their child to prepare for college if they understand that grant aid will cover a significant portion of the cost of college.xxiv

How EducationQuest Foundation supports middle-level efforts EducationQuest Foundation, a nonprofit organization with a mission to improve access to higher education in Nebraska, provides free college access programs and resources for middle-level students and educators. Look2College EducationQuest’s new Look2College program introduces initial college-going language and concepts students should consider, starting in 6th grade. This program helps students think about: ? What do you want to be? Students are encouraged to explore career options. ? How will you get there? Students are encouraged to make good choices that will lead them to be their best selves. ? Invest in yourself. Students learn how to save money for important purchases, and how investing time and energy into certain efforts will help them earn other rewards. KnowHow2GO KnowHow2GO is an early college planning program that provides steps students can follow beginning in 8th grade. ? Step 1: Be a pain – in a good way. Ask adults to help guide you to college – and keep asking until you find someone who will. ? Step 2: Push yourself. Take tough courses in high school – and get involved in extracurricular activities. ? Step 3: Find the right fit. Explore careers that fit your interests and skills – and then research colleges that are a good fit for you. ? Step 4: Put your hands on some cash. Money is available to help you pay for college, but you have to apply. EducationQuest provides free resources to guide students in these steps. Find these in the “Professionals” section at EducationQuest.org. ? The KnowHow2GO Handbook guides students through the four steps. The 8 th, 9th, & 10th Grade section at EducationQuest.org gives students easy access to information and tools that will help guide them to college. ? KnowHow2GO Activities offers educators 20 activities with step-by-step instructions that relate to each KnowHow2GO step. ? The 8 th Grade Campus Visit Grant provides funding to Nebraska schools to coordinate college campus visits for 8th grade students and to help students explore careers and complete

other activities that should increase the likelihood they will go to college. i 2016 Higher Education Progress Report. Nebraska's Coordinating Commission for Postsecondary Education. ii "A Voice from the Middle," National Association of Secondary School Principals and PDK, 2007. iii Brand, B & Valent, A. 2014. Career and College Exploration in Afterschool Programs. Washington, DC: American Youth Policy Forum. Retrieved July 2015, Middle Grades Research Series from College & Career Clubs. iv "The Condition of College & Career Readiness 2015: Nebraska." ACT, 2015. v "The Forgotten Middle," ACT, 2008. 5 vi UChicagoCCSR "Middle Grade Indicators of Readiness in Chicago Public Schools," Nov. 2014. vii Balfanz, Robert. "Putting Middle Grades Students on the Graduation Path: A Policy and Practice Brief." Everyone Graduates Center at Johns Hopkins University, Philadelphia Education Fund, National Middle School Association. June 2009. viii "A Voice from the Middle." ix "The Forgotten Middle," ACT, 2008. x "A Voice from the Middle." xi Wimberly, G. & Noeth, R. 2005. College Readiness Begins in Middle School. Iowa City, IA: ACT. Retrieved July 2015, Middle Grades Research Series from College & Career Clubs. xii Ibid. Longanecker, D. & Blanco, C. 2003. "Student Financial Assistance." Student Success: Statewide P-16 Systems. Boulder, CO: State Higher Education Executive Officers. Retrieved July 2015, Middle Grades Research Series from College & Career Clubs. xiii Cabrera, A., La Nasa, S., & Burkum, K. 2001. Pathways to a Four-Year Degree: The Higher Education Story of One Generation. Retrieved July 2015, Middle Grades Research Series from College & Career Clubs. xiv Wimberly, G. & Noeth, R. xv McDonough, Patricia. Principles of building a college-going culture. The Center for Educational Outreach at UC Berkeley. xvi Savitz-Romer, M. and Bouffard, S. "Ready, Willing, and Able: A Developmental Approach to College Access and Success." Cambridge, MA: Harvard Education Press, 2012. xvii Choy, S. 2002. Access & Persistence: Findings from 10 Years of Longitudinal Research on Students. Washington, DC: American Council on Education. Retrieved July 2015, Middle Grades Research Series from College & Career Clubs. xviii "The Forgotten Middle," ACT, 2008. xix UChicagoCCSR." Balfanz. xx Balfanz. xxi UChicagoCCSR. xxii Balfanz. xxiii Destin, Mesmin and Oyserman, Daphna, "From Assets to School Outcomes: How Finances Shape Children's Perceived Possibilities and Intentions," Psychological Science, 20.3 (2009), 10 March 2009 xxiv Baum, Sandy, Minton, Sarah, Blatt, Lorraine. Delivering Early Information About College Financial Aid: Exploring the Options for Middle School Students." July 2015.

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$6600	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/0000)	\$863	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/0000)	\$837	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/0000)	\$4934	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

- 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide entrance fees to academic competitions, including, but not limited to: <ul style="list-style-type: none"> <li>• Robotics Tournaments</li> <li>• Mathletes Competitions</li> <li>• Science Olympiad</li> <li>• Battle of the Books</li> </ul>	<p>Many parents share that they are unsure about <b>whether competition is good for kids</b>. While it's fulfilling to let one's son or daughter win as it helps to nurture confidence and a healthy self-image in them, child psychologists advise that always throwing a game in the name of a child's contentment might eventually foster a false self-image, unsportsmanlike practices and stubbornness.</p> <p>That said, there are many little known <b>advantages and disadvantages of competition in education and play</b>. While competition in schools develop self-discipline and drive in students, competition in education when purposed and packaged inappropriately can fail to encourage learning, and instead foster a solely results-driven mindset and a child who does not value the bigger picture.</p> <p>Although safety should be the priority of competition among children, its next priority is the astute observation of how kids grow from and react to competition. Without supervision, the negative social habits that can arise within a child include fear, depression and tantrums stemming from not winning, as well as gloating and a lack of empathy for one's rivals after winning.</p> <p>Psychologists like Kenneth Barish and Michelle Cleere note that while children have little understanding of the different aspects of competition, they start grasping what 'win' and 'lose' are from a tender age.</p> <p>In childhood competition, the famous words of Jean Piaget ring ever true, Play is the answer to how anything new comes about.</p> <p>Healthy competition when guided, however, can endow students with a bounty of benefits.</p> <p><a href="https://www.mindchamps.org/blog/why-competition-good-for-students/">https://www.mindchamps.org/blog/why-competition-good-for-students/</a></p>	I would love some assistance in this area!

Funding Source	Amount	Description of Use		
Academic Competitions (7206/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

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.

**Metric:** Progress toward English Proficiency

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>Refine EL Mentor/Tutoring program through implementation of streamlined process; teachers identified by October; will agree to complete requested paperwork from EL administrator, as well as agree to a monthly check-in with the EL Administrator to report on the progress of EL students</li> <li>Compensate teachers for Initial and Summative ELPAC administration.</li> </ul> <p>EL Coordination will be included in Teacher-In-Charge duties.</p>	<p>"Tier III provides intensive research-based instruction for students who do not adequately respond to Tier II level interventions. Tier III level interventions may serve as either a supplement or replacement for core classroom and Tier I and Tier II level instruction. Tier III supports are provided as a replacement for traditional classroom instruction only when the student's performance is significantly below grade level standards." <i>Response to Intervention and English Language Learners</i>: Hanover Research Jul. 20, 2012</p>	<ul style="list-style-type: none"> <li>ELPAC/SBAC Results</li> <li>Teacher Surveys                             <ul style="list-style-type: none"> <li>RFEP monitoring</li> </ul> </li> </ul>

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$9413	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

**Actions/Services 1.3.1**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Refine GATE Committee to facilitate qualifying new GATE students by working to identify underrepresented students; expand GATE opportunities to students in the form of student workshops and field trips via GATE funding; compensate GATE coordinator and other Academic Competition advisors/coordinators via stipend and benefits. Compensate teachers for outreach events in order to recruit students and connect with families regarding honors level courses.</p> <p>Recruit students to participate in new course offering and/or club to help develop public speaking skills.</p>	<p>Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. &amp; Kulik, C.L. (1992) available at <a href="http://www.gifted.uconn.edu/nrcgt/rbdm9204.pdf">www.gifted.uconn.edu/nrcgt/rbdm9204.pdf</a> and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education Students", in <i>Journal of Education Research</i>, volume 83, pages 313-336.</p> <p>Sacramento Area Youth Speaks (SAYS) is an innovative critical literacy program. SAYS services support the improvement of schools through teacher professional development, classroom instruction, and after-school programming. At the core of our model is a commitment to equity—SAYS utilizes evidence-based best practices to narrow the achievement gap.</p> <p>By providing free arts education to youth with limited access, our programs seek to empower young people with opportunities to discover and develop their own voices. We firmly believe that young people must think of their voices as vital tools through which they can process their lives, shape the world around them, and hone their abilities to envision and create long-lasting impact. To achieve this, our programs employ best practices of arts education and youth development, while encouraging young people to write about issues relevant to them, in their own vernacular. We ask young people to engage their own cultures to help bridge their personal literacies and the traditional academic literacies</p>	<ul style="list-style-type: none"> <li>Number of students newly identified for GATE</li> <li>Number of students in Honors courses</li> <li>Number of student enrolled in new course</li> <li>Number of students engaging in club</li> </ul>

presented in school.  
<http://youthspeaks.org/pedagogy-2/>

Funding Source	Amount	Description of Use		
GATE (7205/0000)	\$2300	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7205/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AP Recruitment (7225/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.2**

**Principally Targeted Student Group**

- All

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

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$400	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.4**

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.

**Metric:** Access to Courses (Honors, AP/IB, CTE)

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional development in the areas of Arts, Media & Entertainment, Engineering, & Information & Communication Technologies through training & conferences.  Purchase materials and supplies for instruction:	Did you know that CTE is a unique combination of English, Math, Science, Social Studies and even World Languages? Did you know that every CTE pathway integrates academics as a standard practice? Did you know that enrollment in CTE is a strong predictor of staying in high school – especially for boys? Did you know that other teachers could benefit from collaborating with CTE teachers and students to create relevant and/or practical short or long- term projects? Did you know academic and technical teacher collaboration is one of the hardest tasks to complete? If you answered, “yes” to one or all of these questions – you are a CTE educator! If you answered, “no” to one or all of these questions – keep reading... I believe the “blaring” reflection is around the last question. We won’t spend too much time on the question because for some it is an observation and for others it is	<ul style="list-style-type: none"> <li>• course enrollment numbers</li> <li>• number of course sections</li> <li>• teacher/student feedback about professional development experience maintained in personal PD log</li> </ul>

<ul style="list-style-type: none"> <li>• Music Instruction books</li> <li>• art supplies/materials</li> <li>• Instructional Technology, e.g. MakeMusic online delivery platform</li> <li>• Scripts/Royalties for Theatre Arts &amp; Musical Theatre courses</li> <li>• Materials for Television Journalism course, e.g. props, green screens, etc.</li> <li>• Cameras for Digital Photo course</li> </ul> <p>G-3829 Arts, Media, &amp; Entertainment (Television Journalism, Musical Theatre/Theatre Arts, Digital Photo)</p> <p>Support teachers and students with lesson delivery through the use of online subscriptions, e.g. Peardeck, EdPuzzle, etc.</p> <p>Duplication of lab manuals Equipment repair</p>	<p>a real-life experience.</p> <p>Did you know academic and technical teacher collaboration is one of the hardest tasks to complete?</p> <p>It may sound like, "I have my own way of teaching (teaching style) and I believe we need to focus on (fill in the blank as you deem appropriate)" – that blank is one's philosophy. Based on this exchange or lack thereof, the two teaching styles and beliefs don't line up. It may be that the rigor does not seem equal to one, it could be that one only has a reference point that is grounded in the latest trends of business/industry, it is not an area known or desired to learn for the other, or maybe it is simply the fear of changing? I believe it is mindset and a stance to not be open-minded and/or willingness to truly compromise. So what, now what?</p> <p>I believe, we CTE educators must go back and find a way to collaborate with other teachers (academic or technical) to create learning that is interdisciplinary. Why interdisciplinary instruction? The Science Education Resource Center is a grant-funded office at Carleton College and they define interdisciplinary instruction like this:</p> <p>..."entails the use and integration of methods and analytical frameworks from more than one academic discipline to examine a theme, issue, question or topic. Interdisciplinary education makes use of disciplinary approaches to examine topics, but pushes beyond by: taking insights from a variety of relevant disciplines, synthesizing their contribution to understanding, and then integrating these ideas into a more complete, and hopefully coherent, framework of analysis."</p> <p>It is our hope that then there is compromise on teaching styles, philosophies and open-mindedness. And an authentic willingness to collaborate; and this way we are all riding the same bus for our students to engage in intensive real-world, problem based learning opportunities that lead to internships, apprenticeships and placements before graduation = collaboration amongst CTE and Academic teachers... the benefits of CTE MATTERS!</p> <p>By Dr. Eboni Camille Chillis, Coordinator of Career, Technical &amp; Agricultural Education, Clayton County Public Schools (<a href="https://www.acteonline.org/how-all-educators-can-benefit-from-cte-teachers/">https://www.acteonline.org/how-all-educators-can-benefit-from-cte-teachers/</a>)</p> <p>This action/service supports element 9 -- skilled faculty -- of the 11 Elements of High Quality CTE Pathways: <a href="https://1.cdn.edl.io/gRgSqHmzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf;">https://1.cdn.edl.io/gRgSqHmzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf;</a></p>	
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Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$4000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
CTE (7235/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$3500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$3500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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<p><b>Site Goal 2.1</b></p>	
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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 2019 CAASPP administration, 15% of our EL students met or exceeded the standard in ELA, and 12% of our EL students met or exceeded the standard in Math. The desired outcome in an increase of 2%, from 15% to 17% in ELA and from 12% to 14% in Math.

<p><b>Metric:</b> Assessment System</p>	
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**Actions/Services 2.1.1**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• All • School-wide</li> </ul>
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Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
PLCs will create/refine, and administer assessments containing <b>at least two common questions</b> during the 2021-2022 school year, developed during release time or after school/summer work time.	Assessment is formative when teachers gather, interpret, and use evidence about student performance to make decisions about next steps in instruction. (Tomlinson, C.A. & Moon, T.R. (2013) <i>Assessment and Student Success in a Differentiated Classroom</i> . Formative assessment is a process which comes in many forms and builds both teacher and student knowledge. Black and William (2009) have documented how formative assessment can improve student achievement. (See Black, P. & William, D., "Developing a Theory of Formative Assessment" in <i>Educational Assessment, Evaluation, and Accountability</i> , 21 (1), 5-31.	<ul style="list-style-type: none"> <li>PLC Meeting Minutes</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$7200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.1.2**

Principally Targeted Student Group
<ul style="list-style-type: none"> <li>All</li> </ul>

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

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$7200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2
Increase student access to technology-based EL instruction.
<b>Metric:</b> Data and Program Evaluation

**Actions/Services 2.2.1**

Principally Targeted Student Group
<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> <li>SWD</li> </ul>

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

<p>Refine EL curriculum (Inside); continue English, Social Science, and Science clusters utilizing SDAIE strategies to support English Learners in their core classes; use of NEWSELA with lexile levels/quizzes</p>	<p>Language development and sheltering techniques should be incorporated into content instruction.</p> <p>Sheltered instruction strategies, or SDAIE (Specially De- signed Academic Instruction in English), provide com- prehensible input for any content area. The term com- prehensible input refers to strategies that enable ELLs to understand the essence of a lesson by means of context or visual cues, clarification, and building background knowledge that draws on students’ experiences (Krashen and Terrell 1983).</p> <p>One way to develop consistency and coherence in schools and districts is to begin with setting explicit academic goals that are understood and shared by the school community—principally teachers and administra- tors, but also students and families. This was a finding of several studies. Parrish et al. (2006), for example, found that schools with higher EL achievement set academic goals by maintaining:</p> <ul style="list-style-type: none"> <li>• school-wide focus on English Language Development (ELD) and standards-based instruction;</li> <li>• shared priorities and expectations with regard to educating English Learners; and</li> <li>• curriculum and instruction targeted to English Learner progress.</li> </ul> <p><a href="https://www.sewanhaskaschools.org/cms/lib3/NY01001491/Centricity/Domain/2473/KDP%20article%20series%20on%20ELLS.pdf">https://www.sewanhaskaschools.org/cms/lib3/NY01001491/Centricity/Domain/2473/KDP%20article%20series%20on%20ELLS.pdf</a></p>	<ul style="list-style-type: none"> <li>• ELPAC Results</li> </ul>
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Funding Source	Amount	Description of Use		
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<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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<p><b>Site Goal 3.1</b></p>	
<p>Focus on Social Emotional Learning, including instruction around building empathy &amp; bullying prevention by continuing our work in building a positive school climate and culture.</p>	
<p><b>Metric:</b> School Climate</p>	

**Actions/Services 3.1.1**

<p><b>Principally Targeted Student Group</b></p>		
<ul style="list-style-type: none"> <li>• All</li> <li>• School-wide</li> </ul>		
<p><b>Specific Actions to Meet Expected Outcome</b></p>	<p><b>What is the Research Confirming this is an Effective Practice?</b></p>	<p><b>How will you Measure the Effectiveness of the Actions/Services?</b></p>
<p>Continued focus on building a positive school climate and culture through PBIS Committee</p>	<p>Studies have shown the impact of SWPBS in secondary schools to extend beyond reducing</p>	<ul style="list-style-type: none"> <li>• California Healthy Kids Survey (CHKS)</li> </ul>



work and school-wide safety procedures including but not limited to:

- PBIS Kickoff - planning, supplies
- PBIS Annual Conference
- SEL Curriculum
- Community Equity Partnership Meetings
- PBIS Signage & Banners

discipline problems, as it can contribute to a healthy learning environment. Teachers and administrators have reported that positive changes in their schools include improved student-teacher relationships (Turnbull et al., 2002; Warren et al., 2006). Additionally, when SWPBS reduces the amount of time spent dealing with behavioral problems, time usually spent on discipline is recovered, thus improving student exposure to academic material and allowing resources to be spent on more positive learning activities (Lassen et al., 2006). *The Effects of School-wide Positive Behavior Support on Middle School Climate and Student Outcomes*; Caldarella, P., Shatzer, R.H., Gray, K.M., Young, R & E.L., RMLE Online, 35:4, 1-14.

- Social Emotional Learning/Culture & Climate Survey (SEL/CC)
- PBIS Assessments
  - Self-Assessment Survey (SAS)
  - Tiered Fidelity Inventory (TFI)

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$8800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$196	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continued movement to PBIS Tier III; continue yearly theme surrounding kindness - "Be Your Best"	Interventions which integrate academic learning and positive behavior management may be appropriate in some schools. Research by Maurice Elias at Rutgers links the depth of social-emotional learning (SEL) skill development to student engagement with CCSS. "Students who do not have a nuanced understanding of emotions are unlikely to see deep meaning in much of the literature they read and are less likely to be engaged in it." He states: "A comprehensive meta-analysis of over 200 studies of social-emotional learning skills implementation (Durlak, et. at, 2011) found that well-implemented SEL is linked to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and 10 percentile-point gains on standardized achievement tests. Also, negative behaviors that compromise academic and life success, such as conduct problems, aggressive behavior and emotional distress were significantly reduced." (See "Social-emotional Skills Can Boost Common Core Implementation", M.J. Elias, <i>Phi Delta Kappan</i> , November 2014, p.60).	<ul style="list-style-type: none"> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> <li>• Synergy Reports                             <ul style="list-style-type: none"> <li>◦ Behavior</li> </ul> </li> <li>• PBIS Assessments                             <ul style="list-style-type: none"> <li>◦ Self-Assessment Survey (SAS)</li> <li>◦ Tiered Fidelity Inventory (TFI)</li> </ul> </li> </ul>

Funding Source	Amount	Description of Use		

**Site Goal 3.2**

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

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

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase before/after school enrichment and support/mentoring opportunities for students, including but not limited to GATE, Music, Robotics, Academic Decathlon, Math Olympiad & Science Olympiad .	As a group, gifted children tend to be socially and emotionally more mature than their age mates. Reviews of research on social cognition, friendships, moral judgment, fears, play interests, and personality variables (Janos & Robinson, 1985; Robinson & Noble, 1992) have shown that psychosocial maturity relates more closely to mental age than chronological age, or that gifted children's psychosocial maturity falls somewhere between. Gross (2002), studying friendship preferences, has shown how deeply even young gifted children yearn for stability, loyalty, and intimacy in relationships, qualities beyond the capacity of most of their age mates to comprehend or provide. This being the case, for many gifted students, accelerative options can provide a better personal maturity match with peers than do non-accelerated programs, to say nothing of a better cognitive match. <i>Effects of Academic Acceleration on the Social-Emotional Status of Gifted Students:</i> Nancy M. Robinson, University of Washington; <i>A Nation Deceived: How Schools Hold Back America's Brightest Students.</i>	<ul style="list-style-type: none"> <li>• Increased number of students identified for GATE</li> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> </ul>

Funding Source	Amount	Description of Use		
GATE (7205/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7205/0000)	\$700	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.3**

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

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

**Actions/Services 3.3.1**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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.	Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS) are frameworks for integrating instruction, evidence-based interventions, and assessments to meet the academic and behavior needs of all students. The essential components of MTSS are as follows: screening, progress monitoring, a multilevel prevention system, and data-based decision making (National Center on Response to Intervention, 2010). When MTSS is implemented with fidelity, success and improvement in performance occur among	<ul style="list-style-type: none"> <li>• California Healthy Kids Survey (CHKS)</li> <li>• Social Emotional Learning/Culture &amp; Climate Survey (SEL/CC)</li> <li>• PBIS Assessments                             <ul style="list-style-type: none"> <li>◦ Self-Assessment Survey (SAS)</li> <li>◦ Tiered Fidelity Inventory (TFI)</li> </ul> </li> <li>• Synergy Reports                             <ul style="list-style-type: none"> <li>◦ Behavior</li> <li>◦ Academics</li> </ul> </li> </ul>

students with disabilities, as well as students who are at risk for academic failure (Gersten et al., 2012; Vaughn et al., 2015). Unfortunately, many educators and parents do not fully understand how to collect data and identify interventions to use within MTSS. To kick off the MTSS theme as part of Connected Educator Month 2015, the National Center on Intensive Intervention (NCII), the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, the National Center on Response to Intervention at American Institutes for Research, and the National Center on Systemic Improvement (NCSI) had the pleasure of sitting down with Lynn Fuchs, Ph.D., and Joe Jenkins, Ph.D., and discussing RTI and MTSS. Together they have decades of experience in the field of education and have conducted extensive research in the areas of MTSS and RTI.  
[MTSS, RTI, Special Education...OH My! Gaining an understanding of MTSS and RTI: Drs. Lynn Fuchs and Joe Jenkins](#)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 4:**

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

**District Needs and Metrics 4:**

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

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

**Site Goal 4.1**

Increase parent, family, and community engagement and communication.

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Parent Opportunities; Synergy ParentVUE, Parent Lunch Visitations, Parent University, Career Fair Day, Bring Your Parent to School Days; PBIS Committee; School Site Council, Parent Teacher Home Visit Project (salaries to compensate after contract hours for staff members)	Activities such as including parents on governance committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, enhanced sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: <u><a href="#">Deepening Democracy: Institutional Innovations in Empowered Participator Governance</a></u> . Verso Books. Volume 4. New York; Bryk, et. al., (2009) <u><a href="#">Charting Chicago</a></u>	<ul style="list-style-type: none"> <li>• Attendance at family/community events</li> <li>• Increase in number of parents registered for Synergy</li> <li>• Parent Survey</li> </ul>

School Reform: Democratic Localism as a Lever for Change. Westview Press, Boulder, CO., and Erbstein and Miller, (2012)  
 "Partnering with Families and Communities to Address Academic Disparities", in Narrowing the Achievement Gap edited by Timar and Maxell-Jolly. Harvard Education Press, Cambridge.

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

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

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

Funding Source	Amount	Description of Use		
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Family & Community Engagement (7415/0000)	\$200	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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**Actions/Services 4.1.3**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Refine current ELAC practices in order to engage with the families of English Learners in a more authentic way.	<p>Success with English Learners: Parental Involvement is Essential</p> <p>Many of the most important challenges in American public education can be framed by considering the deeply troubling statistics and trends regarding our high school graduates. For instance, 17 of the 50 largest cities in the United States have high school graduation rates lower than 50 percent, according to the Alliance for Excellent Education. While this situation should be considered both unacceptable and urgent, it is often not treated as such. For English language learners, a large and fast-growing part of our student population, the urgency is even greater.</p> <p>The best predictor of student success in high school is student success in elementary and middle school. In Illinois' Diamond Lake School District 76, we have experienced remarkable academic progress with our elementary school English language learners. This success is due to a myriad of factors, including good teachers, more instructional time, curriculum, class size, and a research-based literacy program based on teaching in English with Spanish support. But there is little doubt that an important reason for the district's success with English learners is related to our success in increasing parent involvement for this crucial population. (<a href="https://www.lexingtoninstitute.org/success-with-english-learners-parental-involvement-is-essential/">https://www.lexingtoninstitute.org/success-with-english-learners-parental-involvement-is-essential/</a>)</p>	<ul style="list-style-type: none"> <li>• Attendance at ELAC/DELAC meetings</li> </ul>

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.2**

Reduce the percent of students chronically absent from 5.8% to 4.8% as measured on the CA Dashboard.

- Reduce the percent of African American students chronically absent from 8.5% to 7.5% as measured on the CA Dashboard
- Reduce the percent of English Learner students chronically absent from 8.8% to 7.8% as measured on the CA Dashboard
- Reduce the percent of Hispanic students chronically absent from 11.6% to 10.6% as measured on the CA Dashboard
- Reduce the percent of Students with Disabilities chronically absent from 19.9% to 18.9% as measured on the CA Dashboard
- Reduce the percent of Socioeconomically Disadvantaged students chronically absent from 8.7% to 7.7% as measured on the CA Dashboard

**Metric:** Attendance Rate

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>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 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>Principals and school leaders know from experience and common sense what research confirms: showing up for class matters. Students can't benefit from investments in high quality instruction and more engaging, rigorous curriculum unless they are in their classroom. As early as the first month of school, chronic absence (missing 10% or more of school days) can be an early warning sign of academic trouble, whether a student is in kindergarten or high school. In kindergarten and 1st grade, chronic absence can leave a child struggling to read proficiently by the end of 3rd grade. By 6th grade it becomes a key predictor that a student will drop out of high school, research shows.</p> <p>While everyone can help ensure students show up to class every day, the leadership role that a principal plays is irreplaceable. Principals are uniquely positioned to ensure their school adopts a comprehensive, tiered approach to improving attendance (see graphic) that fits with their overall approach to promoting academic achievement. Such a tiered approach is easily incorporated into existing reforms, such as Response to Intervention or Positive Behavior Intervention and Supports, that can be expanded to include specific attention to chronic absence data and supports to cultivate good attendance. (<a href="http://www.attendanceworks.org">www.attendanceworks.org</a>)</p> <p>Middle grade attendance and GPA provide the best indication of how students will perform in high school classes. These are better indicators than test scores or background characteristics, such as race and neighborhood poverty level, for identifying which students are at risk of failing ninth-grade classes or earning low grades in high school.</p> <p>Students who are chronically absent or receiving Fs in the middle grades are at very high risk of being offtrack for graduation in ninth grade, and eventually dropping out of school. These students are already in need of intervention during the middle grades, before they end up failing in high school. Many other students end up off-track in high school, but cannot be identified as at high risk until after they make the transition to high school. (Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public School. Chicago, IL: University of Chicago Consortium on Chicago School Research.)</p>	<p>Metrics may include:</p> <ul style="list-style-type: none"> <li>• School Attendance Rates                             <ul style="list-style-type: none"> <li>◦ Chronic Absenteeism Rate</li> <li>◦ Overall Attendance Rates</li> <li>◦ CA Dashboard Absentee Rates</li> </ul> </li> </ul>

Funding Source	Amount	Description of Use		

## 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.





**Local Control Accountability Plan (LCAP)  
Year 2021 - 2022**

**V. Funding**

**Katherine L. Albani Middle School - 405**

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>2122</b> Results Staffing EGEA (7-8) <b>0000</b> Unrestricted	1	\$0	\$143,418	\$143,418	\$143,418	\$0	\$0	\$0	\$0
<b>2130</b> Non-Instructional FTE (7-8) <b>0000</b> Unrestricted	1	\$0	\$135,346	\$135,346	\$135,346	\$0	\$0	\$0	\$0
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0	\$0	\$57,080	\$57,080	\$57,080	\$0	\$0	\$0	\$0
<b>2151</b> Regular Education (7-8) - Allocated FTE <b>0000</b> Unrestricted	65.6057	\$0	\$7,821,933	\$7,821,933	\$7,821,933	\$0	\$0	\$0	\$0
<b>2170</b> Extended Day (7-8) <b>0000</b> Unrestricted	0	\$0	\$19,223	\$19,223	\$19,223	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
<b>2340</b> Secondary Counselors <b>0000</b> Unrestricted	3.5	\$0	\$364,917	\$364,917	\$364,917	\$0	\$0	\$0	\$0
<b>4275</b> AVID Support <b>0000</b> Unrestricted	0.4	\$0	\$43,790	\$43,790	\$43,790	\$0	\$0	\$0	\$0
<b>4700</b> Summer School/Extended Learning Administration <b>0000</b> Unrestricted	0	\$0	\$3,657	\$3,657	\$3,657	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0	\$0	\$90,472	\$90,472	\$90,472	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	4	\$0	\$258,834	\$258,834	\$0	\$0	\$258,834	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	0	\$0	\$42,900	\$42,900	\$18,504	\$14,400	\$9,996	\$0	\$0
<b>7205</b> Gifted and Talented Education (GATE) 7-8 <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$3,300	\$0	\$1,700	\$0	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7220</b> Honors/Advanced Placement Coordination <b>0000</b> Unrestricted	1	\$0	\$121,357	\$121,357	\$121,357	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0

(OCR) <b>0000</b> Unrestricted									
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0	\$0	\$8,234	\$8,234	\$8,234	\$0	\$0	\$0	\$0
<b>7235</b> Career and Technical Education (CTE) Site Supplies/Equipment <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.08	\$0	\$13,013	\$13,013	\$13,013	\$0	\$0	\$0	\$0
<b>7270</b> PBIS Coordination <b>0000</b> Unrestricted	0.2	\$0	\$16,943	\$16,943	\$0	\$0	\$16,943	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7450</b> Visual & Performing Arts (VAPA) <b>0000</b> Unrestricted	0	\$0	\$7,000	\$7,000	\$7,000	\$0	\$0	\$0	\$0
<b>2150</b> Regular Education (7-8) <b>3210</b> Elementary & Secondary School Relief (ESSER)	0	\$0	\$10,087	\$10,087	\$10,087	\$0	\$0	\$0	\$0
<b>2150</b> Regular Education (7-8) <b>3212</b> Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$10,087	\$10,087	\$10,087	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	4.469	\$0	\$212,007	\$212,007	\$0	\$0	\$212,007	\$0	\$0
<b>3150</b> Independent Living Skills (ILS) <b>6500</b> Special Education	2.625	\$0	\$164,514	\$164,514	\$164,514	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	6.875	\$0	\$646,782	\$646,782	\$646,782	\$0	\$0	\$0	\$0
<b>3660</b> Inclusive Education in Lieu of NPA <b>6500</b> Special Education	0.875	\$0	\$98,855	\$98,855	\$98,855	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	10.125	\$0	\$498,067	\$498,067	\$498,067	\$0	\$0	\$0	\$0
<b>4455</b> Textbook Reimbursement <b>9020</b> Lost/Damaged Textbooks Reimbursement	0	\$6,474	\$0	\$6,474	\$6,474	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet</b>	101.7547	\$6,474	\$10,818,516	\$10,824,990	\$10,310,110	\$14,400	\$500,480	\$0	

<b>the Goals in the SPSA</b>								
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Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$232,181
Subtotal of state or local funds included for this school	\$10,592,809

Principal **Brie Bajar** \_\_\_\_\_

School Site Council Chairperson **Joshua Chau** \_\_\_\_\_

EL Advisory Chairperson **Carla Solis Gomez** \_\_\_\_\_