



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cambrian School District	Natalie Gloco Principal	giocon@cambriansd.com (408) 377-2532

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Ida Price Charter Middle School serves students in grades 6-8 in the Cambrian Park neighborhood of San Jose, California.

Our Vision

The vision of Ida Price Middle School is to develop responsible citizens with positive self-worth, by providing a safe, friendly and fun place to be, that offers flexible scheduling, challenging, integrated curriculum with many choices, so students will be able to make personal connections with real life experiences, will have opportunities to be successful and will achieve the practical skills necessary to be lifelong learners.

Mission

Price Middle School embraces the whole child by celebrating diversity, instilling in them the joy of learning, and advancing critical thinking skills to succeed in the global community. Price Middle School promises and works towards the understanding that education is a shared responsibility of public schools, parents, community and the individual learners to create the educated person in the 21st century. Towards this goal, Price has put in extensive hours in restructuring its academic program to ensure that the needs of all students are being met. Our collaborative efforts resulted in the implementation of three seven period days and two block days, which encompasses standards based programs, ASD/RTI classes, ELD classes, and extensive elective choices. Student needs are further met with extended instruction in science and social studies, a cross-content literacy/writing focus and extended day opportunities available after school. The implementation of teacher teams assists in interdisciplinary instruction and connectivity. PBIS, the positive incentive program at Price, helps guide students to be responsible citizens who are able to meet future challenges and make sound choices behaviorally and academically. Teachers are continually developing as educators through PD and learning opportunities resulting in increased student engagement, effective cooperative learning and the reinforcement of best practices. Brain-compatible research, literacy strategies, differentiated teaching practices and 21st century skills combine to give strength and provide depth to our child-centered philosophy. Price Middle School offers students the benefits of these programs and sees student success in high school and post-secondary options of fulfilling employment or admission to institutions of higher learning. Shared responsibility for student success ensures the development of our students into productive members of our community.

After analysis of student data, evaluation of programs and drilling down to subgroups and individual student data, we continue to work on professional development that offers strategies in differentiated instruction as well as:

- Ongoing support for improving school climate and creating an environment that is accepting and understanding of differences.
- Writing across the curriculum
- Critical thinking and problem solving strategies and 21 century skills
- Developing Achievement Teams and supporting departments with specific SMART goals that ensure data driven instruction
- Ongoing math professional development with CPM curriculum training and supplemental SVMl support

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2020-2021 school year, Price Middle School and Cambrian School District as a whole was able to increase the equity of technology access for all students in the district. Price Middle School has moved to 1:1 devices for students supporting learning both at school and at home. Additionally, all students in need of internet access have been provided with hot spots.

Through the increased technology access, teachers and students were able to utilize online curriculum resources, Google suite tools for education, and a variety of additional apps and programs to support teaching, learning, and assessment.

Our PBIS team was able to implement a new technology-based recognition system that has shown a significant increase in student participation. The 5-Star Proud Gram program was also well received by staff as their use of the program increased student recognition.

Our subgroup data from 2019 demonstrates that the interventions put in place for SWD as well as our general education interventions are yielding positive results.

2019 SBAC results

ELA

- All Students - 47.9 points above standard - increased from previous year
- ELL - 7.9 points below standard - declined from previous year
- SWD - 75.8 points below standard - increased from previous year
- SED - 7.4 points below standard - increased from previous year

Math

- All students - 22.4 points above standard - maintained from previous year
- ELL - 32.1 points below standard - declined from previous year

- SWD - 118.2 points below standard - increased from previous year
- SED - 43.4 points below standard - increased from previous year

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Price Middle School had a decrease in proficiency for our 8th-grade students in the area of English Language Arts for the 2018-2019 school year. A lack of common practices and assessments as well as the need updated curriculum contributes to this. ELA data for this time period did show substantial growth for 6th and 7th grade. While all ethnic subgroups and SED students demonstrated growth as did SWD. While these groups are doing well, ongoing support is needed to continue to close the achievement gap.

English Language Learners showed a decline in both ELA and Math in 2019. In order to better serve these students' educational needs, the following steps were put into the master schedule and overall school focus:

- Revised design for English Language Learner Support targeting their specific language needs, a school-wide writing program with training implemented across the curriculum, increased support and professional development for special education teachers to use the adopted curriculum, increased mainstreaming with support for resource students, increased access to study strategies and academic skills development classes for all at-risk students and an increase in academic counseling availability through site academic counseling increase.

Through our SWIS and counseling data, we have also seen a growing need for both preventative and ongoing support for students dealing with: depression, anxiety, suicidal ideation, cutting, eating disorders, substance abuse, and gender identity.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Four goals have been identified for Price Middle School for the 2021-2022 school year:

1. Price Middle School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, GATE and SpEd) while preparing them for 21st century college and career readiness.
 - A. Provide Professional Development aligned with the Common Core State Standards (CCSS) and research based instructional strategies for staff.
 - B. Teachers will plan lessons that infuse rigor throughout the lesson, especially focusing on text complexity, close reading, informational text and writing for all grade levels.
 - C. Provide structured collaboration time including dedicated Achievement Team implementation with support.
 - D. A site-wide writing program will be revised 6-8 for an increase in effective cross curricular implementation. Teachers will receive materials, PD support and planning time.
 - E. Intervention, Extension and Acceleration programs will be provided for students to support learning beyond the base core program.

- F. Teachers will receive support to deliver technology embedded instruction providing student access to a digital learning environment.
2. Price Middle School with support from Cambrian School District will provide high quality staff through recruitment, retention and professional development so every students thrives.
 - A. Teachers (with an emphasis on special education case managers) will be provided time and opportunities to collaborate cross grade level including articulation with the high school and elementary school.
 - B. Professional development will be provided to all staff to ensure emphasis on data driven instructional best practices are designed to meet the needs of all students.
 - C. Provide Professional Development (GLAD) targeted to meet the needs of English Learners. Emphasis will be placed on the needs of new teachers and evidence of consistent practice.
 3. Price Middle School will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.
 - A. Staff will establish strategies to maintain regular and high attendance rates.
 - B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.
 - C. Staff will develop a plan to provide and offer a variety of electives, club offerings and enrichment activities to meet the interests and abilities of all students.
 - D. Services will be provided to meet the emotional, behavioral and mental health needs of students.
 - E. Staff will establish a comprehensive Safe School Plan which includes protocols and procedures to ensure that students, staff, and anyone on campus is safe especially in case of emergencies.
 4. Price Middle School will promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.
 - A. Staff will provide multiple opportunities to parents to provide input to programs and progress.
 - B. Staff will maintain standing committees in which information is provided and ideas sought concerning the school.
 - C. Volunteer opportunities and parent support trainings will be established to help parents partner in their child's education.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Price was not identified for CSI in 2021-2022

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Site:

- a. School Site Council (SSC) was directly involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. Also reviewed parent survey results with both teams and discussed their feedback. Full agendas and minutes are available.
- b. Newsletters published to update actions pertinent to LCAP goals.
- c. HSC reviewed LCAP goal areas (student achievement, EL language Learners, School Climate and Community Engagement). Parents asked for feedback and input at session.
- d. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meetings.
- e. Positive Behavior Intervention Support (PBIS) SWIS data will be reviewed with staff on May 2021 at our year-end PBIS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus next year.
- f. Parent survey developed and issued to parents in January 2021. Multiple email and written reminders were sent out. A total of 342 families responded. The results were disseminated to HSC, SSC, ELAC, at parent coffees, and at our staff meeting during the February and March timeframe.

In general, the review of SPSA/LCAP goals occurred in 5 steps with stakeholder groups including Home and School Club, ELAC and SSC:

Step 1. Inform and educate all stakeholder groups of SPSA/LCAP process. During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. The goal of these sessions was to ensure that our community, staff, including teachers and support staff, and students were informed about the law and its impact on our school and the district. All stakeholders were invited to attend these meetings including parents, students, school faculty and staff and teacher representatives. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, Home & School Club Meetings and Principal Coffees. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

Step 2: Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team, comprised of teachers, staff, parents, principals and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions and services. Following the District LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with staff, Home and School Club, School Site Council, and with our English Learner Advisory Committee (ELAC). During the meetings, participants were asked to provide feedback regarding our current LCAP goals and the plans about how to address them. Participants were asked to give feedback on the ideas as well as to suggest new ideas to consider. In addition, a school-wide survey covering the areas connected to the 8 state priority areas was sent to the Price community. The results of this survey was summarized and shared with our community and stakeholders in forums such as Home and School Club, SSC, ELAC, and Principals Coffees. These sessions provided the site with some clear areas of identified need and suggested

strategies to address that need. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

Step 3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals and actions and services. Goals were developed to correspond with the district's strategic plan and the feedback gathered from the community. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:

1. Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math
2. Proficiency Rates on the State ELA and Math assessments
3. English Learner Re-designation rates
4. Results from the Community LCAP Survey
5. PBIS Self Evaluation Tool

Step 4. Review the draft LCAP for 2020-2021 with stakeholders and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators and actions that appear in this LCAP

Step 5: Revision of the LCAP based on final review. Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. Staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting on TBD.

A summary of the feedback provided by specific stakeholder groups.

The responses and input were varied. Here are the primary trends that seemed common from many of our stakeholders:

- Enrichment/acceleration activities: A common theme from parents was a desire to maintain a focus on students who would benefit from enrichment or acceleration opportunities, specifically in mathematics. Maintaining our large variety of elective offerings was expressed.
- Parents continue to express a common point of view that they are not always sure how to help their child with their homework, especially math. This could be a result of the CCSS standards focus on students explaining their thinking and considering multiple ways to solve a problem, in addition to the lack of a CCSS approved Math curriculum. The adoption of a single CCSS Math curriculum next year will help this to some degree.
- Parents referred to the upkeep of the facilities, with questions about bathrooms and occasional damage that occurs during off hours on campus.
- Our ELAC parents felt that increased opportunities for parent learning would be beneficial. Topics of interest included high school transition, social/emotional well being, technology, and general academic programs.
- Continuing the drive to integrate more technology into the classroom was also a common request from our parents in surveys. This includes sustaining current investments made for items such as chromebook carts, TV's, document cameras, etc...

- Generally teachers prefer PD designed for middle school. Providing specific examples of incorporating strategies in the different curricular areas and content designed around the adolescent brain were found to be most appreciated. GLAD presentations were cited as helpful and effective as well. Teachers also expressed a desire for time to allow teacher leaders to support learning for their peers in Google Classroom and similar topics
- Teachers also commonly requested more collaboration time including more time to work with their grade level and work on the scope and sequence for our adjusted schedule.
- Teachers commonly believed that we need to maintain the support currently provided for a counselor on site through Almaden Valley Counseling services and school counselors and higher level mental health support needs.

Drilling down into specific conversations, the specific ideas/suggestions were introduced:

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

At staff meetings, department meetings, leadership meetings and house meetings teams gave input on LCAP goals and provided guidance for actions. Additionally students completed the PBIS climate survey and families were provided an opportunity to complete the Family Engagement Survey. All parent committees were also provided information and opportunity for input (SSC, HSC, ELAC). All results and input were used to inform the LCAP and related expenditures.

Goals and Actions

Goal

Goal #	Description
1	Price Middle School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, and SpEd) while preparing them for 21st century college and career readiness.

An explanation of why the LEA has developed this goal.

As a kindergarten through 8th-grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

1. Annually increase the % of all students who are proficient/advanced on the Common Core State Standards (CCSS) for English Language Arts and Mathematics.
2. Close the achievement gap in the district's lowest-performing sub-groups by annually increasing the percentage of English learners, Hispanic, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities who are proficient/advanced in English Language Arts and Mathematics.
3. Full implementation of the Common Core State Standards (CCSS) and NGSS.
 - a. CCSS Interim Assessment Benchmarks Grades 6-8
 - b. Smarter-Balanced Assessment Consortium (SBAC) Grades 6-8
 - c. Common Core Implementation in the classrooms - Scope and Sequence

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will meet/exceed proficiency rates: 1. CCSS Interim Assessment Benchmarks: 5% increase in Proficiency	Winter aReading <ul style="list-style-type: none"> • 48.6% on or above • 28.9% low risk • 14.67% some risk 				Winter aReading <ul style="list-style-type: none"> • 63% on or above for all students • less than 60% of ELL's

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>or above from 2019-2020 in ELA & Math in Grades 6-8</p>	<ul style="list-style-type: none"> • 7.69% high risk <p>*77.77% of ELL students scored some or high risk *46.33% of SED students scored some or high risk *74 scores not reported due to distance learning disengagement</p> <p>Winter aMath</p> <ul style="list-style-type: none"> • 49.74% on or above • 28.16% low risk • 16.45% some risk • 5.66% high risk <p>*52.38% of ELL students scored some or high risk *49.06% of SED students scored some or high risk *154 scores not reported due to distance learning disengagement</p>				<p>scoring some or high risk</p> <ul style="list-style-type: none"> • less than 31% of SED students scoring some or high risk <p>Winter aMath</p> <ul style="list-style-type: none"> • 60% on or above for all students • less than 37% of ELL's scoring some or high risk • less than 35% of SED students scoring some or high risk

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Students will meet/exceed proficiency rates: 2. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from 2018-2019 in ELA & Math in Grades 6-8</p>	<p>SBAC 2019 2019 SBAC results ELA All Students - 47.9 points above standard - increased from previous year ELL - 7.9 points below standard - declined from previous year SWD - 75.8 points below standard - increased from previous year SED - 7.4 points below standard - increased from previous year</p> <p>Math All students - 22.4 points above standard - maintained from previous year ELL - 32.1 points below standard - declined from previous year SWD - 118.2 points below standard - increased from previous year SED - 43.4 points below standard - increased from previous year</p>				<p>SBAC ELA</p> <ul style="list-style-type: none"> • All students score 57 points above standard • ELL's score at or above standard • SWD decrease deficit below standard to 50 or less • SED students score at or above standard <p>SBAC Math</p> <ul style="list-style-type: none"> • All students score 33 points above standard • ELL's decrease deficit below standard to 15 points • SWD decrease deficit below standard to 95 • SED students decrease deficit below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					standard to 30 points
CCSS will be implemented in 100% of the classrooms through classroom observations by principal and teacher evaluation of Professional Development	CCSS currently observed in all ELA, Math, History and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and CCSS Habits of Mind are routinely evident in some departments. Increased alignment needed in: 6th grade Science and Social Studies. Prepared for full implementation of ELA curriculum.				Full implementation of CCSS in all curricular areas. Alignment of practices and pacing evident in all departments and grade levels.
3. Students will increase proficiency by 5% on the English Learner Progress Indicator (ELPI) and English Learner Reclassification Rate will maintain or increase.	In 2019, 75.9% of English Language Learners were making progress towards English language proficiency In 2020-2021, 19% of Price ELL students were reclassified. This exceeds the county and state achievement significantly.				Increase the percentage of ELL's making progress towards language proficiency to 80% Continue to reclassify students at 20% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	CCSS aligned curriculum and instructional materials	Books, supplies, technology, instructional software, hardware & materials (including materials to support inclusion)	\$70,000.00	No
2	Extended Day Intervention and After School Learning Hub	Continue providing extended day math intervention (Elevate, Ramp Up, etc...) as well as the after school homework center	\$12,000.00	Yes
3	Instructional Materials	Capital Outlay - copy machine lease, maintenance, copier consumables, shredding, laminator maintenance and consumables	\$23,000.00	No
4	Instructional Materials	Books and supplies - supplemental curriculum to support during school and extended day intervention needs	\$29,000.00	Yes
5	Increased Academic/SEL counselor	Employ a second counselor to ensure adequate support & intervention for at risk students. Support for House teams with Tier 1 & 2 interventions and SST process as appropriate.	\$65,000.00	Yes
6	Increased Academic/SEL counselor	Employ a second counselor to ensure adequate support & intervention for at risk students. Support for House teams with Tier 1 & 2 interventions and SST process as appropriate.	\$32,000.00	Yes
7	Student Materials	Provide books, supplies, backpacks, etc.. for students in need to ensure equitable access.	\$2,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Effective Leadership, Teaching and Learning: Price Middle School with support from Cambrian School District will provide high quality staff through recruitment, retention and professional development so every students thrives.

An explanation of why the LEA has developed this goal.

All teachers at Price possess credentials appropriate to their position; teachers are making progress in GLAD implementation; teachers will need continued support and training with the new embedded ELA/ELD framework, and successfully meeting the needs of EL learners in the classroom; areas of need in technology include more support with collaboration tools for both students and staff (e.g. GoogleDocs or other apps).

Major focus areas this year will be:

1. Supporting teachers in the new Math curriculum implementation
2. Implementing a 6-8 grade writing curriculum
3. Using data-driven collaboration to target specific areas of need.

Metrics:

- a. Highly Qualified Teachers
- b. Participation in professional development opportunities
- c. Level of staff satisfaction from professional development surveys
- d. BTSA program for all eligible Price teachers
- e. School-wide and district leadership opportunities
- f. Placement of university student teachers

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified Teachers	100% teachers are appropriately assigned and credentialed in subject area per Annual SARC/Local Indicator				Continue to maintain 100% of appropriately placed teachers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the annual School Accountability Report Card (SARC) report.				
Participation in professional development opportunities	3 District-wide Professional Learning Wednesdays 3 Districtwide Professional Learning Days				Maintain district supported professional development.
Level of staff satisfaction from professional development surveys	Continue to raise satisfaction via teacher led PD ____ % of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline will be established in 2021-22)				Increase teacher satisfaction with PD by 10% over baseline.
BTSA program for all eligible Price teachers	All BTSA-eligible teachers participated as well as EPIC for special ed teachers				Continue to provide support for new teachers completing their credentials.
School wide and district leadership opportunities	Opportunities: Leadership Team, CLC, PBIS, Math Leadership Team, Assessment Team				Continue to involve teachers in site decision making and leadership.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Some responsibilities/team titles may change to				
Placement of university student teachers	unknown student teacher availability				Support student teaching candidates as available.
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, curricular adherence, Designated/Integrated ELD, STUW, etc.	____% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)				Increase % of teachers implementing best practices 10% over base line.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development & Collaboration	<p>Provide Professional Development and Collaboration Time in the following areas:</p> <ol style="list-style-type: none"> 1. CCSS ELA & Math 2. Continue Instructional Best Practices PD & Data Driven Collaboration (Achievement Teams) 3. Technology Integration and digital citizenship 4. Continue PD/collaboration support for Step Up To Writing 5. Differentiated Instruction 6. NGSS <p>Expenditures to include: conferences, on site collaboration (scoring calibration for writing assessments, benchmarks and MARS tasks,</p>	\$16,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Cycle of Inquiry, Data driven planning, Case), professional development.		
2	Professional Development & Collaboration	<p>Provide Professional Development and Collaboration Time in the following areas:</p> <ol style="list-style-type: none"> 1. CCSS ELA & Math 2. Continue Instructional Best Practices PD & Data Driven Collaboration (Achievement Teams) 3. Technology Integration and digital citizenship 4. Continue PD/collaboration support for Step Up To Writing 5. Differentiated Instruction 6. NGSS <p>Expenditures to include: conferences, on site collaboration (scoring calibration for writing assessments, benchmarks and MARS tasks, Cycle of Inquiry, Data driven planning, Case), professional development.</p>	\$4,500.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Positive School Environment, Climate and Culture: Price Middle School will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

An explanation of why the LEA has developed this goal.

1. While the PBIS Self Evaluation Tool score of 95% demonstrates that student behavior and engagement on campus is positive, nurturing, and sustainable, our community believes there is still a need to provide additional assistance for students.
2. School Climate is one of the top priorities to ensure students are learning in a safe and nurturing environment.
3. Need for support in the area of mental health has been noted to be significant. Counseling needs are a priority.

Metrics:

- a. School Climate Survey
- b. SWIS Office Major Referrals
- c. Suspension/Expulsion Rate
- d. Attendance Rate
- e. Chronic Absenteeism Rate
- f. Participation in extra-curricular activities
- g. Counseling referrals

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey area of need - There is an adult who will help me if I need it	School Climate Survey Results: Minimum 5% increase in the number of students able to identify a trusted adult at school. On the 2020-2021 School Climate survey, 75% of students know an				Increase identified adult for support to 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	adult at school they trust for help.				
SWIS Office Major Referrals, suspension rate, expulsion rate	A 5% decrease in major office referrals and suspensions (baseline to be established in 2021-2022) 2019-2020 suspension rate 2% Maintenance of expulsion rate (currently at 0% for past two years)				Continue to decrease office referrals by 5% per year.
Attendance rate	A minimum 95% Attendance Rate				Maintain a minimum of 95% attendance rate
Chronic Absenteeism rate	A decrease chronic absenteeism rate. Baseline to be established in 21-22 due to COVID impact.				Decrease chronic absenteeism by 5%
Participation rate in extra curricular activities: band, athletics, NJHS, etc.	Establish baseline in 21-22 for post COVID data				Increase from baseline by 10%
Referrals for counseling and crisis intervention data	Due to the Increase in referrals resulting from isolation during school closure, new baselines will be established in 21-22				decrease referrals by 10% from preventative programs

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supporting access	<p>A. Staff will establish strategies to maintain regular and high attendance rates.</p> <ol style="list-style-type: none"> 1. Staff will communicate to parents the importance of regular school attendance via newsletter. 2. An automated system will contact parents when student are absent. 3. Staff will review monthly Attendance Reports to follow up with students who may be experiencing truancy issues. 4. Staff will work follow up and work with parents and families who attendance is truant. (Translation supplied as needed) 5. Student support will be increased through the expanded academic counseling positions. (costs captured in goal 1) 	\$750.00	Yes
2	PBIS, recognitions, support	<p>B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.</p> <ol style="list-style-type: none"> 1. PROUD Program - a consistent language and behavioral language and behavioral standards will be continued. Continue implementation of the 5-Star program to support PBIS. 2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. Provide release time for PBIS team to review data and create responsive plans to address needs. 3. Early detection/prevention - Improve student engagement behavior in the classroom by identifying early and appropriate interventions to help all students learn. 4. Staff will engage and involve parents in their child's education at all levels to change behavior and turn the focus on learning, including parent/teacher conferences; progress reports; student study team process. 5. Staff will be provided ongoing professional development on PBIS implementation with emphasis on Tier 2 and Tier II strategies and 	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>programs and working students with special needs in the general classrooms.</p> <p>6. Awards, Reclassification certificates and 8th Grade Promotion certificates</p>		
3	Enrichment and Access	<p>C. Staff will develop a plan to provide and offer a variety of electives, club offerings and enrichment activities to meet the interests and abilities of all students.</p> <p>Enrichment and other student activities and clubs will be developed and maintain including but not limited to Math Olympiad, Math Counts, NJHS, LGBTQ, Digital Club, and Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day.</p> <p>Support after school sports program costs (coaching, etc...) through student scholarships</p> <p>Stipend for site athletic director, music director & activities director</p> <p>Salaries Music Coaches \$3000</p>	\$25,000.00	Yes
4	SEL support	<p>D. Services will be provided to meet the emotional, behavioral and mental needs of students.</p> <p>1. School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis.</p> <p>2. School psychologists also provides counseling on death of a family member, bullying, school anxiety and social issues.</p> <p>3. Study Study Team Process in employed for students who are struggling academic due to emotional, social, mental, and/or academic challenges.</p> <p>4. SEL curriculum training and collaboration (Habitudes and supplemental programs)</p> <p>5. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support</p> <p>6. Library hours to support alternate locations on campus for students.</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	School Safety	<p>F. Staff will establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe on a regular basis and especially in case of emergencies.</p> <ol style="list-style-type: none"> 1. Staff will revise the comprehensive Safe School Plan. 2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan. 3. Parents and community members will be apprised of the Safe School Plan. 4. Provide adequate supervision with campus monitors and additional certificated staff as needed. 	\$25,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Strong Parent and Community Engagement: Price Middle School will promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.

An explanation of why the LEA has developed this goal.

Identified Needs:

1. Parents request that there is a need for more communication and information about Student Progress
2. Parents request that there is a need to provide communication in languages other than English
3. ELAC and Special Education request that translation services be available for English Learner students and parents

Metric

- a. Parent Participation/Attendance in school events, activities, and functions
- b. Parent involvement in school committees, parent/teacher conferences, and information forums
- c. Parent participation in parent education and parenting classes
- d. Request for translation services at various meetings

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Parent Involvement Survey	1. Few parents participated in the survey due to school closure. Additional surveys will be implemented periodically during the 21-22 school year.				Increase parent satisfaction with communication by 10% over baseline.
2. Home and School Club tracking not	2. Begin capturing attendance in the				Increase by 15% from baseline data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
currently available. ELAC has 8 regular members attending all meetings. SSC attendance has been limited to members of the committee.	meeting minutes for all parent committees.				
3. Translation has been available for all requested meetings through on site personnel or through district provided phone service. Publicizing this resource is needed.	3. Provide outreach to second language families with links to resources.				Increase satisfaction on parent survey by 10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase two way communication	<p>A. Staff will provide multiple opportunities to parents to provide input to programs and progress.</p> <p>1. Staff will establish communication protocols to utilize media sources, i.e. school newsletters, Blackboard Connect, school website. Communication will also be provided in multiple languages, especially Spanish.</p> <p>2. Implement Parent Information events and activities (i.e., Showcase Night, Open House, Back to School, Family Curriculum Nights, Middle School Orientation, etc.)</p> <p>Increase blackboard accounts, support bilingual staff outreach through extra hours and conduct home visits as appropriate.</p>	\$7,500.00	

Action #	Title	Description	Total Funds	Contributing
2	Communication of student programs & progress	1. Through written communication, staff will keep parents informed on academic programs and curriculum 2. Staff will conduct a comprehensive annual survey to garner input from parents and community members. 3. Student academic progress will be sent home through traditional mailings to ensure all parents are aware of achievement levels and needs. 4. Parent conferences will be scheduled for students requiring additional support.	\$8,000.00	No
3	Community Building	Support parent inclusive events (Title 1 Information Night, Open House, BTSN, Curriculum Nights, ELAC Meetings, Mental Health Awareness Seminars, etc...). with food, drinks, books and applicable support materials.	\$4,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.65%	\$166,104

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The funding calculation employed by the district for Price Middle School, in response to LCFF guidelines for the 2018-19 school year is: \$166,104

The amounts listed in the LCAP are estimates and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, the number of new teachers at the site, and if the district moves ahead with materials adoption, to cite some examples.

Targeted, differentiated instruction and learning for selected students per data review as well as extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students. Supplemental funds not being used in a school-wide manner. Focused targeted, differentiated instruction and learning for selected students per data review as well as an extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students. These additional and extended programs and services include instructional coaching/mentoring and professional development for teachers and staff working specifically with unduplicated students, Tier II interventions, EL services including designated English Language Development (ELD) instruction, counseling services, and parent engagement.

Services provided in the LCAP and SPSA that are focused on SWD, EL, Foster Youth, and SED, EL students are designed to meet their instructional and social/emotional needs within the school day and in supportive services that include targeted, differentiated instruction, mental health services, and both before and after school extended day options. These student populations comprise 25.65% of our student

population resulting in a 4.19% increase in supplemental funding and supports. Services and monitoring by site TOSA and site counselors are designed to target unduplicated pupils. Available supports include academic support classes, counseling, access to technology, specially designed instructional strategies to support varied learning needs, PBIS incentives and CICO, outreach, articulation with 5th-grade and 9th-grade teams to ease transition and ensure maintained support, extended day support programs.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The professional development training provides for staff working with English Learners, Socio-economically Disadvantaged students, and Foster and Homeless Youths is designated district-wide. All teachers will receive training on strategies and differentiated instruction for ELs, SED, and Homeless/Foster Youth students and high achieving students. CSD believes that these strategies are effective teaching strategies that will benefit all students. The amounts listed in the LCAP are estimates and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, the number of new teachers at the site, and if the district moves ahead with materials adoption, to cite some examples. Targeted, differentiated instruction and learning for all students and selected students per data review, as well as extended learning time, will be provided. Student progress is monitored with formative and summative assessments on a regular basis and instruction is adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$292,750.00	\$20,000.00		\$38,500.00	\$351,250.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$208,750.00	\$142,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	CCSS aligned curriculum and instructional materials	\$70,000.00				\$70,000.00
1	2	English Learners Foster Youth Low Income	Extended Day Intervention and After School Learning Hub	\$12,000.00				\$12,000.00
1	3	All Students with Disabilities	Instructional Materials	\$23,000.00				\$23,000.00
1	4	English Learners Foster Youth Low Income	Instructional Materials	\$29,000.00				\$29,000.00
1	5	English Learners Foster Youth Low Income	Increased Academic/SEL counselor	\$65,000.00				\$65,000.00
1	6	English Learners Foster Youth Low Income	Increased Academic/SEL counselor				\$32,000.00	\$32,000.00
1	7	English Learners Foster Youth Low Income	Student Materials				\$2,000.00	\$2,000.00
2	1	English Learners Foster Youth Low Income	Professional Development & Collaboration	\$16,500.00				\$16,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	All Students with Disabilities	Professional Development & Collaboration	\$4,500.00				\$4,500.00
3	1	English Learners Foster Youth Low Income	Supporting access	\$750.00				\$750.00
3	2	English Learners Foster Youth Low Income	PBIS, recognitions, support	\$7,000.00				\$7,000.00
3	3	English Learners Foster Youth Low Income	Enrichment and Access	\$25,000.00				\$25,000.00
3	4	English Learners Foster Youth Low Income	SEL support	\$20,000.00				\$20,000.00
3	5	All Students with Disabilities	School Safety	\$5,000.00	\$20,000.00			\$25,000.00
4	1	English Learners Foster Youth Low Income	Increase two way communication	\$5,000.00			\$2,500.00	\$7,500.00
4	2	All Students with Disabilities	Communication of student programs & progress	\$8,000.00				\$8,000.00
4	3	English Learners Foster Youth	Community Building	\$2,000.00			\$2,000.00	\$4,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$177,250.00	\$213,250.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$2,000.00
Schoolwide Total:	\$177,250.00	\$211,250.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Extended Day Intervention and After School Learning Hub	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School 6-8	\$12,000.00	\$12,000.00
1	4	Instructional Materials	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School 6-8	\$29,000.00	\$29,000.00
1	5	Increased Academic/SEL counselor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School 6-8	\$65,000.00	\$65,000.00
1	6	Increased Academic/SEL counselor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School		\$32,000.00
1	7	Student Materials	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Price Middle School 6-8		\$2,000.00
2	1	Professional Development & Collaboration	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School 6-8	\$16,500.00	\$16,500.00
3	1	Supporting access	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School 6-8	\$750.00	\$750.00
3	2	PBIS, recognitions, support	Schoolwide	English Learners	Specific Schools: Price Middle School	\$7,000.00	\$7,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income	6-8		
3	3	Enrichment and Access	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School	\$25,000.00	\$25,000.00
3	4	SEL support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School 6-8	\$20,000.00	\$20,000.00
4	1	Increase two way communication		English Learners Foster Youth Low Income		\$5,000.00	\$7,500.00
4	3	Community Building	Schoolwide	English Learners Foster Youth	Specific Schools: Price Middle School	\$2,000.00	\$4,000.00

