Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Price Charter MS/ Cambrian School District	Natalie Gioco Principal	giocon@cambriansd.com (408) 377-2532

2017-20 Plan Summary
The Story

Describe the students and community and how the LEA serves them.

About Price Charter Middle School

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 thought 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 21 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 SVMI support

LCAP Highlights

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

Four goals have been identified for Price Middle School for the 2018-2019 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) 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 adopted 6-8 for 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 their 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 are in place to ensure that students, staff, and anyone on campus is safe on a regular basis and 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.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.
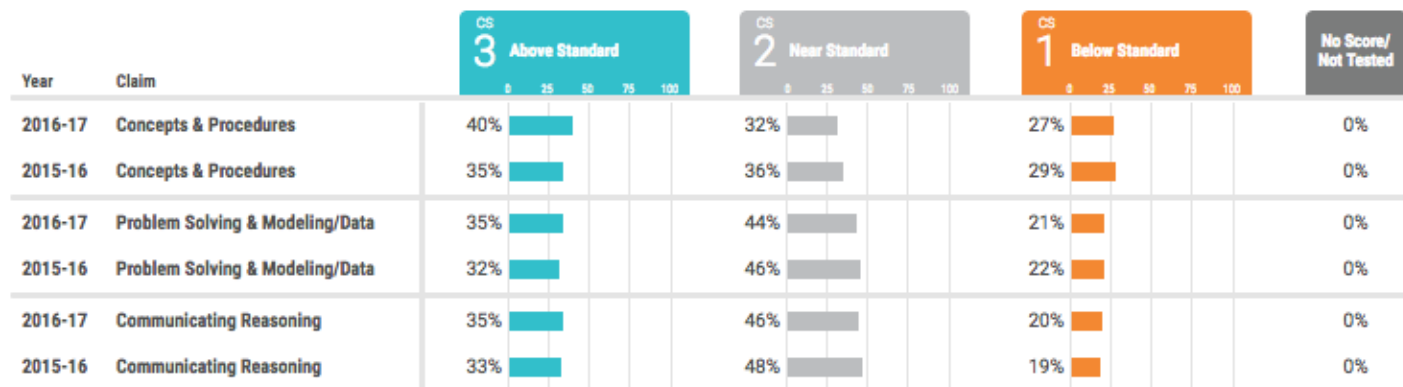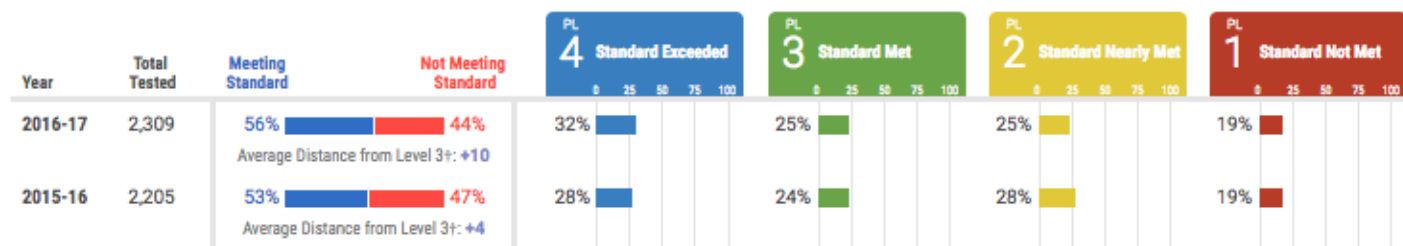
Greatest Progress

Price Middle School increased student proficiency from 2015-2016 to 2016-2017 in proficiency. Data shows that this growth or maintenance of proficiency occurred across all ethnic groups. SED and ELL subgroups showed significant increases in proficiency. This increase is attributed to full implementation of the Common Core State Standards and well balanced program offerings. Increases in students performing above standard are demonstrated in all three claim areas. Price plans to continue this upward movement through the full implementation of the newly adopted CPM curriculum.

Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: **All Math Tests (Summative)** Sites: **Ida Price Middle School**
Years: **2016-17 and 2015-16**

Overall & Claim Performance for Ida Price Middle School

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2016-17	2,309	56%	44%	32%	25%	25%	19%
		Average Distance from Level 3†: +10					
2015-16	2,205	53%	47%	28%	24%	28%	19%
		Average Distance from Level 3†: +4					

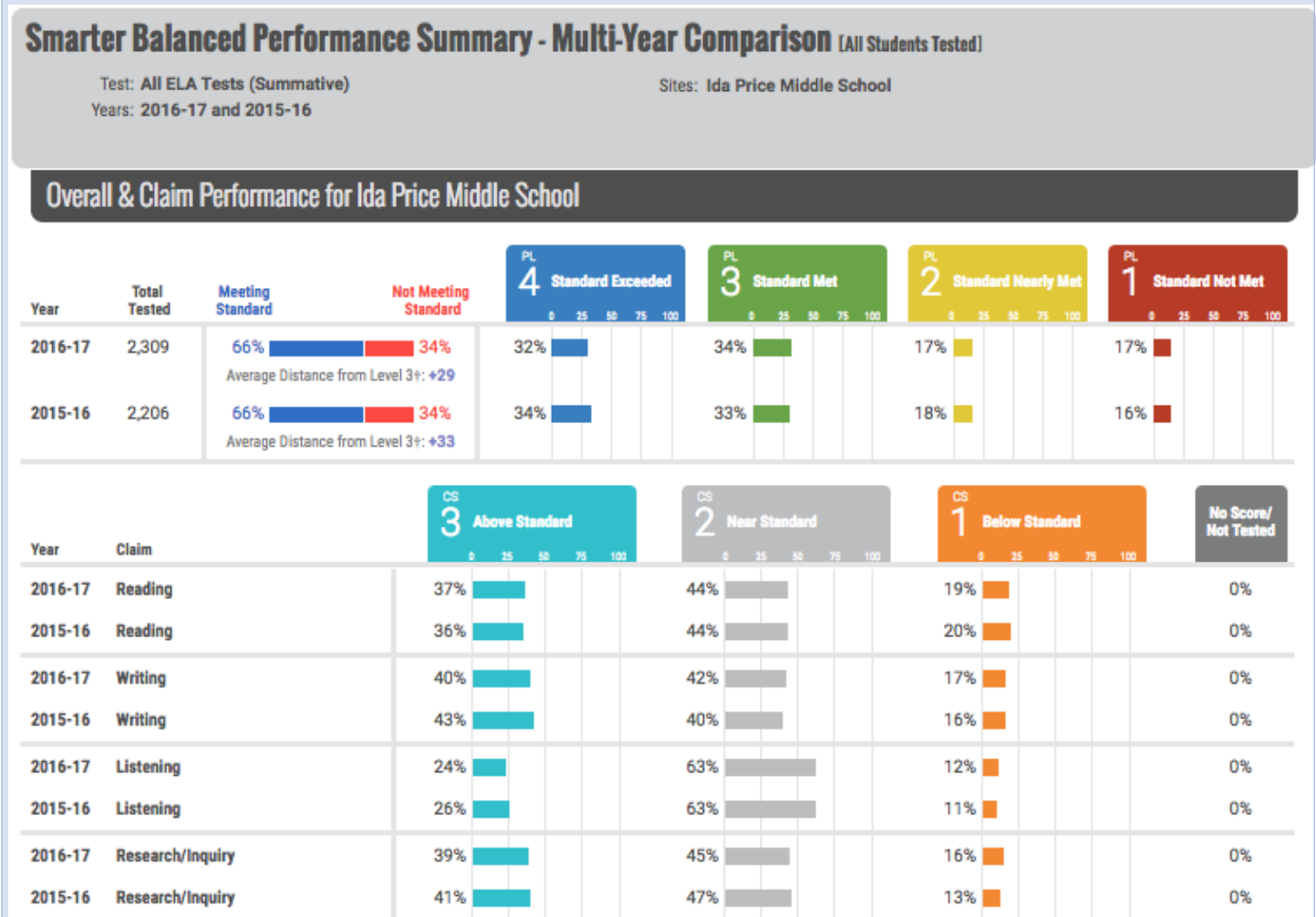| Year	Claim	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard	No Score/ Not Tested
2016-17	Concepts & Procedures	40%	32%	27%	0%
2015-16	Concepts & Procedures	35%	36%	29%	0%
2016-17	Problem Solving & Modeling/Data	35%	44%	21%	0%
2015-16	Problem Solving & Modeling/Data	32%	46%	22%	0%
2016-17	Communicating Reasoning	35%	46%	20%	0%
2015-16	Communicating Reasoning	33%	48%	19%	0%

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Price Middle School has demonstrated flat scoring in ELA from 2015-2016 to 2016-2017. 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. While all ethnic sub groups and SED students demonstrated growth, a decrease in overall proficiency was measured for Students with Disabilities. English Language Learners remained at 21% proficient. 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 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 TOSA.

Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: **All ELA Tests (Summative)**   Sites: **Ida Price Middle School**
Years: **2016-17 and 2015-16**

Overall & Claim Performance for Ida Price Middle School

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2016-17	2,309	66%	34%	32%	34%	17%	17%
		Average Distance from Level 3†: +29					
2015-16	2,206	66%	34%	34%	33%	18%	16%
		Average Distance from Level 3†: +33					

Year	Claim	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard	No Score/ Not Tested
2016-17	Reading	37%	44%	19%	0%
2015-16	Reading	36%	44%	20%	0%
2016-17	Writing	40%	42%	17%	0%
2015-16	Writing	43%	40%	16%	0%
2016-17	Listening	24%	63%	12%	0%
2015-16	Listening	26%	63%	11%	0%
2016-17	Research/Inquiry	39%	45%	16%	0%
2015-16	Research/Inquiry	41%	47%	13%	0%

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

Performance Gaps

Our students with disabilities and socioeconomically disadvantaged student populations declined 8.9 and 5.6 points respectively according to the academic performance measures in ELA for the California Department of Education. To address this need, the school has revised the master schedule to provide an increase in intervention/support classes during the school day without eliminating enrichment classes for students. A greater emphasis on least restrictive environment as well as support in the general education classes was implemented during the 17-18 school year.

Professional development providing data analysis protocols and best practices instructional strategies will be implemented. Support personnel pushing in support for at risk students will continue (instructional aide and site TOSA).

	Student Performance	Number of Students	Status	Change
All Students		1,056	Very High 45.1 points above level 3	Declined -5.6 points
English Learners		201	High 11.1 points above level 3	Increased +6.2 points
Foster Youth		1	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		200	Low 29.4 points below level 3	Declined -8.9 points
Students with Disabilities		138	Very Low 82.3 points below level 3	Declined Significantly -16.3 points

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

As outlined in earlier plan summary sections, the school has redesigned the master schedule to better meet the needs of all at risk students including low-income students, English learners, and foster youth. Increasing the availability of mental health services as well as increasing academic counseling services on site was implemented for the 17-18 school year and is an ongoing priority.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$370,006.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$365,040.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

District expenditures, Home and School Club support or donations in the areas of:

- Staffing
* Professional Development
- Curriculum
*Counseling support
- Release days for district activities/meetings
- Maintenance of buildings and grounds
- Classroom capital equipment such as furniture
*Technology
* After school enrichment (programs, technology, equal access, awards, etc...).
* Xilinx donations supporting counseling and PLTW

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$305,641.00

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                 Priority 2: State Standards (Conditions of Learning)
                 Priority 4: Pupil Achievement (Pupil Outcomes)
                 Priority 7: Course Access (Conditions of Learning)
                 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Students will meet/exceed proficiency rates: 1. CCSS Interim Assessment Benchmarks: 5% increase in Proficiency or above from 2016-2017 in ELA & Math in Grades 6-8 2. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from 2016-2017 in ELA & Math in Grades 6-8 3. MARS Tasks Spring: 5% increase in students performing at Proficient or above in Grades 6-8 4. CCSS will be implemented in 100% of the classrooms through classroom observations by principals and teacher evaluation of Professional Development	1. Interim Assessments were heavily modified from the previous year. Staff Is continuing to refine and assess the accuracy of assessments used. To ensure appropriate use as a measurement, interim goals will be moved to using achievement team protocols ensuring that instruction is responsive to student needs, emphasizing increasing proficiency rates. 2. SBAC results TBD (available in Sept. 2018) 3. MARS Tasks TBD (available in May 2018) 4. All classrooms artifacts support appropriate grade level standards. Mathematics classes have implemented CCSS aligned CPM curriculum with fidelity. All staff participated in Step Up To Writing Training and have implemented quarterly writing lessons (minimally) to ensure writing is occurring across content areas.

Expected	Actual
Baseline 2015-2016 Baseline Data 1. CCSS Interim Assessment 2. SBAC - ELA 71% of all students met or exceeded standards Math 53% of all students met or exceeded standards 3. MARS Tasks Spring 4. CCSS currently observed in all English, Math, History and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and CCSS Habits of Mind are not routinely evident.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Provide Professional Development and necessary materials aligned with the Common Core State Standards (CCSS) in the following topics/areas for Staff: 1. CCSS Instructional Shifts (ELA & Math) 2. Continue Instructional Best Practices PD & Data Driven Collaboration (actions captured in goal 2) 3. Technology Integration and digital citizenship 4. Continue PD support for Writing 5. Differentiated Instruction	Professional development completed: *Step Up To Writing Training for all 6-8 teachers. *Digital Citizenship Training *Achievement Team training for admin and teacher leads - early implementation for full staff *Collaboration cross school to refine benchmarks *PD menu provided for full dat PD emphasizing Universal Access and Best Practices Instructional materials and general supplies support to classrooms.	All 6-8 will have 3 full days of professional development on refining instructional practices and collaboration. At 2 district sponsored Wednesdays meetings, all grade level teachers will convene to monitor and refine our implementation practices, including CC, assessments, Achievement Teams, differentiated instruction, other. At monthly staff meetings, department and CIA meetings, teachers and site administrator will discuss and collaborate on	Instructional materials purchased to support PD sessions Estimated cost exceeded true need 4000-4999: Books And Supplies Base 600

6. NGSS	Curriculum purchased through district funds for math. Science lab supplies supported. 7th and 8th grade Science teachers attended NGSS training.	site-specific needs. 4000-4999: Books And Supplies Base 5600	
		Purchase materials to provide basic classroom supplies essential to CC implementation needs 4000-4999: Books And Supplies Supplemental 26000	Instructional materials provided via Office Depot and other various vendors 4000-4999: Books And Supplies Base 26000
		Provide support to all Science classrooms for consumable lab supplies and replacement of equipment as needed. 4000-4999: Books And Supplies Base 3000	Purchase orders fulfilled to provide consumable lab materials 4000-4999: Books And Supplies Base 3000
		Science lead teachers to receive planning time for further development of CC lessons supporting new testing requirements. 1000-1999: Certificated Personnel Salaries Base 2000	Science teachers attended local NGSS conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1200
		General supplies for instruction 4000-4999: Books And Supplies Base 15000	General supplies purchased - copy machine lease, shredding, laminator, parts 4000-4999: Books And Supplies Base 33000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Alignment of curriculum, instruction and assessment with the Common Core Standards (CCSS) in Reading/Language Arts & Mathematics. 1. The Curriculum Leadership Council (CLC) will continue to research CCSS materials and assessments for ELA .	Curriculum training and materials were provided for all math teachers 6-8. Search for ELA materials delayed due to district budget constraints. Benchmarks were created using Illuminate test release questions, CPM and MARS tasks.	The appropriate grade level assessments will be administered to all 6-8 students. - Illuminate Benchmarks; Writing; MAC. 5000-5999: Services And Other Operating Expenditures Base 5000	Assessments were administered mid year Due to annual training required to score MAC tests, sub costs were incurred 1000-1999: Certificated Personnel Salaries Base 2700

2. CCSS Interim Benchmark Assessments for ELA & Math 3. Staff will continue to align current adopted materials to the CCSS Scope and Sequence.	Department time allocate to aligning instruction to CCSS.	Structured collaboration time for Math & ELA teachers to hand score performance tasks and analyze results beyond the instructional rounds. (Release days or hourly beyond the school day). 1000-1999: Certificated Personnel Salaries Base 5000	Collaboration time was reduced to provide scoring time due to district budget constraints. 1000-1999: Certificated Personnel Salaries Base 2700

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. 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. 1. Integrate Project Based Learning into the curriculum and across content areas. 2. Levels 3 and 4 Depth of Knowledge questions and diagnostic questions will be embedded in daily lessons. 3. Differentiated instruction will be provided at each level to meet students' current needs during flexible grouping (including EL, SED, Foster Youth, SWD, and GATE) 4. Provide additional support for instruction and monitoring for ELL's 5. Formative Assessment Techniques will be embedded into daily lessons	1. PBL emphasis not observed. Some teachers utilize PBL projects at various points throughout the school year. Questions were raised regarding the data supporting PBL from Visible Learning Resource. 2. Higher level DOK use observed in most classrooms. No metric used for this objective. 3. & 4. Master Schedule redesigned to incorporate increased opportunities for support for ELL's and at risk students in the areas of: Reading, ELD, Math and Study Strategies 5. Increased use of exit tickets and similar strategies observed in most classrooms. No metric used for this objective.	Provide departments with release time to develop differentiated lessons to support accelerated students, students with disabilities, English Language Learners, etc... 1000-1999: Certificated Personnel Salaries Supplemental 4000	Release time not available due to district budget constarints
		1 ELD Instructional Aide will provide push-in or pull-out additional support during core ELA, Math and other content areas as needed and Title 1 documentation support. 2000-2999: Classified Personnel Salaries Title I 16000	Instructional aide supporting ELL's and Title 1 needs employed. 2000-2999: Classified Personnel Salaries Title I 8800

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
D. Provide structured collaboration time using data to guide instruction and learning. 1. Collaboration time is a focus for ensuring that professional development is implemented and improving student learning. Assessment team protocols will be implemented with a regular cycle of reflection. 2. Structured collaboration time will be scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark; Writing assessments; CELDT; MARS tasks. 3. Teachers and Principals will use data to identify students and subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack. 4. Staff will continue to receive training with Illuminate in developing classroom assessments for both English Language Arts and Mathematics, and analyzing data. 5. Principal will also receive additional training with Illuminate in how to effectively use English Language Arts and Mathematics data to monitor student growth.	1- 2. Due to district budget constraints, collaboration time was reduced and staff meeting time was utilized. 3. Target students were identified and tracked by academic counselors and teachers. During and after school interventions were provided in response. 4. District IT coordinator and TOSA provided training and support during staff meetings, PD and on individual sign ups. 5. District IT coordinator and TOSA provided training and support during meetings scheduled for admin.	3 release days for each grade level team/departments to collaborate and plan through data analysis using assessment team protocols. 1000-1999: Certificated Personnel Salaries Base 4500	Due to district budget constraints, collaboration time was reduced and staff meeting time was utilized

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E. A site-wide writing program will be adopted 6-8 for cross curricular implementation. Teachers will receive materials, PD support and planning time. Monitor implementation of the writing program through site observations. Analyze results of the assessments and reteach or adjust instruction as needed.	E. Step up to Writing Program adopted for full school implementation. Materials and PD provided. Formal writing assessments needed.	Purchase of 6-8 Writing Program materials for all teachers 4000-4999: Books And Supplies Base 30000	Purchase of 6-8 Writing Program materials for all teachers 4000-4999: Books And Supplies Base 26000
		Training consultant fees for 2 full PD days - Ed Services funded 5800: Professional/Consulting Services And Operating Expenditures 5000	Training consultant fees for 2 full PD days - Ed Services funded 5800: Professional/Consulting Services And Operating Expenditures 5000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
F. Intervention, Extension and Acceleration programs will be provided for ALL students to support their learning beyond the base core program. An intervention program for ELA and Math will be administered to provide additional or extended day programs focusing on our significant subgroups of English Learners, Low Socio-Economic, and Foster Youth. 1. Continue Elevate (Math) to provide additional support for students not performing at grade level (summer and after-school programs).	F. Intervention, Extension and Acceleration programs provided for ALL students to support their learning beyond the base core program. Intervention and enrichment electives, after school enrichment and intervention and math/ELA accelerated programs 1. Elevate math + addition of Ramp Up for 6th grade math intervention. 2-3. Monitoring of student performance and collaboration to provide intervention with quarterly checks. 4. PD provided on district Wednesdays targeting best strategies for at risk students	Tier II Interventions - Elevate Math after school program 1000-1999: Certificated Personnel Salaries Supplemental 5000	Tier II Interventions - Elevate Math after school program plus addition of Ramp Up for 6th grade 1000-1999: Certificated Personnel Salaries Supplemental 5000
		.50 TOSA assigned to support with academic counseling duties and provide intervention. 1000-1999: Certificated Personnel Salaries Supplemental 45000	.50 TOSA assigned to support with academic counseling duties and provide intervention. 1000-1999: Certificated Personnel Salaries Supplemental 70000
		Homework Center 1000-1999: Certificated Personnel Salaries Supplemental 25500	Homework Center 1000-1999: Certificated Personnel Salaries Base 7500
		.50 TOSA assigned to support with academic counseling duties and provide intervention. 1000-	.50 TOSA assigned to support with academic counseling duties and provide intervention. 1000-

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Principal or designee will monitor the student results and progress towards proficiency. 3. School staffs will collaborate among all teachers who work with under-performing students. 4. Provide Professional Development targeted to meet the needs of English Learners. 5. Increase access to academic counseling for all students.	(mindfullness, GLAD, Universal Design, etc...). 5. Increased availability for counseling provided for all students.	1999: Certificated Personnel Salaries Base 45000 Homework Center 1000-1999: Certificated Personnel Salaries Base 15000 Other Materials and supplies for electives, extensions and enrichment programs 4000-4999: Books And Supplies Supplemental 500	1999: Certificated Personnel Salaries Title I 30000 Other Materials and supplies for electives, extensions and enrichment programs 4000-4999: Books And Supplies Supplemental 1500

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G. Teachers will receive support to deliver technology embedded instruction providing student access to a digital learning environment. 1. Teachers will increase their digital literacy competence through the 21st Century Learning Academy Cohorts and then be able to transfer their knowledge into use in the classroom. 2. Digital Citizenship training will be offered for all staff. 3. Increase availability of student devices by purchasing more COW's.	G. Teachers will receive support to deliver technology embedded instruction providing student access to a digital learning environment. 1-2. Digital Citizenship training provided to staff through district PD. 3. Due to district budget deficeits, one new cart was purchased through HSC funds	Technology Instructional Software, Hardware, Materials & Supplies including support of new course offerings 4000-4999: Books And Supplies Base 30000 2 Teachers to be assigned as SysOps 1000-1999: Certificated Personnel Salaries Base 6000 Purchase chrome carts and/or other instructional technology (flat screens, doc cameras, Smartboard bulbs...) to provide availability of devices for all classrooms. 4000-4999: Books And Supplies Supplemental 20000	Technology Instructional Software, Hardware, Materials & Supplies including support of new course offerings 4000-4999: Books And Supplies Supplemental 18000 Sysop - 1 teacher w/ additional time allocated 1000-1999: Certificated Personnel Salaries Base 4000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CCSS implemented across classrooms with general materials support. Mathematics curriculum and 7 days of PD provided for all teachers 6-8. Full implementation of CPM observed in all classrooms.
NGSS implemented in 7th and 8th grade classrooms including hands on labs. ELD support provided in mathematics classrooms through push in of instructional aide. Writing program implementation effective for year 1. Professional development and evidenced based use across 100% of courses achieved. Quarterly writing assignments collected. Increased use of formative data including achievement teams protocols in early stages of implementation. Increased access to academic counseling provided for all students with an emphasis on at risk students through regular IST meetings and House collaboration. Professional development provided through district in the areas of digital literacy, mindfullness, GLAD, and Universal Design.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Growth was demonstrated in mathematics in each grade level. Subgroup data demonstrated that this trend was not observed by our students with disabilities as their proficiency dropped. English Language Learners demonstrated growth in both English Language Arts and Mathematics, however there was an overall drop due to decreased performance for reclassified students. Intentional changes to the master schedule as well as specific monitoring and intervention for our SWD and RFEP ELL's was put into place to address these concerns. Instructional strategies and curriculum were incorporated to provide increased consistency and support for all students.
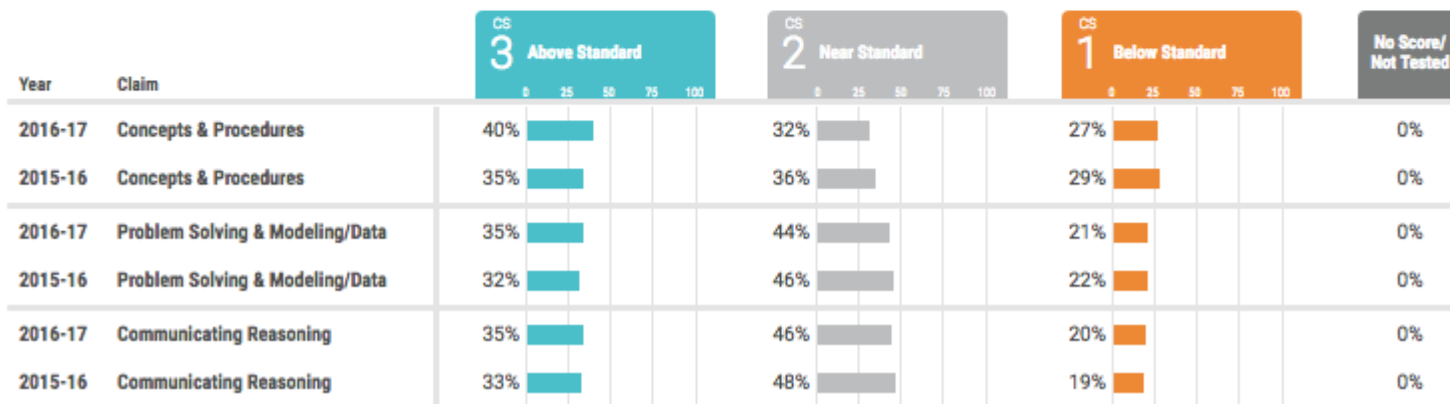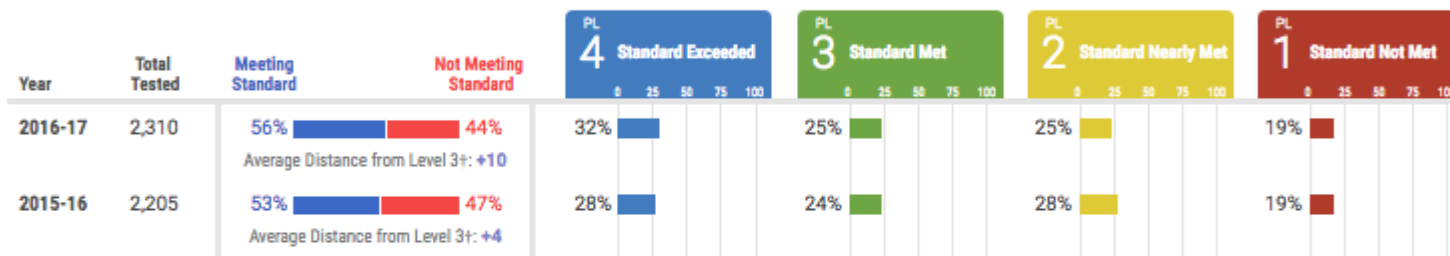
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2016-17	Communicating Reasoning	35%	46%	20%	0%
2015-16	Communicating Reasoning	33%	48%	19%	0%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some services/purchases were reduced or eliminated due to budget constraints. Homework Center support was eliminated at the conclusion of the first semester. Technology purchases for increased access to chrome carts were not made. HSC assisted with support of one new cart. Some expenditures came in below anticipated amount budgeted (elective class materials, software costs, etc...).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator a. Highly Qualified Teachers **17-18** 100% of teachers highly qualified **Baseline** 100% of teachers highly qualified	100% of teachers at Price are highly qualified in the areas they instruct in the master schedule.
Metric/Indicator b. Participation in professional development opportunities	3 days of district professional development provided.

Expected	Actual
17-18 3 District-wide Professional Learning Wednesdays 3 District-wide Professional Learning Days **Baseline** 3 District-wide Professional Learning Wednesdays 3 District-wide Professional Learning Days	
Metric/Indicator c. Level of staff satisfaction from professional development surveys **17-18** Raise satisfaction via teacher- led PD **Baseline** Lower satisfaction for PD led by outside vendor	Staff development surveys administered. Strong positive response noted for choice menus and facilitation by local experts.
Metric/Indicator d. BTSA program for all eligible Price teachers **17-18** All BTSA-eligible teachers participated **Baseline** All BTSA-eligible teachers participated	BTSA support provided for all eligible staff.
Metric/Indicator e. Schoolwide and district leadership opportunities **17-18** Opportunities: Leadership Team CLC PBIS Math Leadership Team Assessment Team	CLC, Math leadership and consortium, PBIS team and Assessment team utilized.

Expected	Actual
Baseline Opportunities: Leadership Team CLC Assessment Team PBIS	
Metric/Indicator f. Placement of university student teachers **17-18** One scheduled for 7th grade Social Studies **Baseline** One placed in 7th grade Science	One student teacher placed in 7th grade social studies through 2 sessions.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will be provided time and opportunities to collaborate cross grade level including articulation with the high school.	Math consortium meetings attended by site math leadership team. Collaboration time provided with Branham high school staff on site. Collaboration time provided with Steindorf staff. IEP articulation meetings held for students moving on the 9th grade as well as for incoming 6th grade students.	Math lead teachers will continue to partner with CUHSD regarding math pathways to high school. (Teacher hourly for collaboration meetings). 1000-1999: Certificated Personnel Salaries Base 600	Time cards not submitted as time used as adjunct duty
		Special Education Case Manager(s) will attend IEP meetings and other collaboration opportunities to ensure appropriate articulation for students entering and exiting middle school. 1000-1999:	Articulation meetings with high school and incoming 5th grade held. 1000-1999: Certificated Personnel Salaries Base 1500

		Certificated Personnel Salaries Supplemental 600	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A site-wide writing program will be adopted 6-8 for cross curricular implementation. Teachers will receive materials, PD support and planning time. Monitor implementation of the writing program through site observations. Analyze results of the assessments and reteach or adjust instruction as needed.	Site-wide writing program adopted 6-8 for cross curricular implementation. Teachers received materials and PD support. Implementation of the writing program monitored through site observations and quarterly writing sample collection. Development of writing assessments needed.	Step up to Writing materials and training for all teachers. Funds allocated in goal 1 5800: Professional/Consulting Services And Operating Expenditures	Materials and training purchased and accounted for in goal 1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide structured collaboration time using data to guide instruction and learning. 1. Collaboration time is a focus for ensuring that professional development is implemented and improving student learning. 2. Structured collaboration time will be scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark; Writing assessments; CELDT; MARS tasks. 3. Teachers and Principals will use data to identify students and	Structured collaboration time provided using data to guide instruction and learning during district Wednesdays. 1. Collaboration time focused on ensuring that professional development is implemented and improving student learning. 2. Structured collaboration time scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark;MARS tasks. 3. Teachers and Principals used data to identify students and subgroups of students who are not	3 release days for each grade level team/departments to collaborate and plan through instructional rounds, data analysis, unit planning, other. Funds allocated in goal 1	Release days cut due to district budget constraints

subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack.
4. Staff will continue to receive training with Illuminate in developing classroom assessments for both English Language Arts and Mathematics, and analyzing data.
5. Principal will also receive additional training with Illuminate in how to effectively use English Language Arts and Mathematics data to monitor student growth.

reaching proficiency on specific standards and then identifying skills students lack.
4. Staff continued to receive training with Illuminate in developing classroom assessments for both English Language Arts and Mathematics, and analyzing data.
5. Principal received additional training with Illuminate in how to effectively use English Language Arts and Mathematics data to monitor student growth.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Math consortium meetings attended by site math leadership team. Collaboration time provided with Branham high school staff on site. Collaboration time provided with Steindorf staff. Site-wide writing program adopted 6-8 for cross curricular implementation.   Teachers received materials and PD support. Implementation of the writing program monitored through site observations and quarterly writing sample collection. Structured collaboration time provided using data to guide instruction and learning during district Wednesdays.
1. Collaboration time focused on ensuring that professional development is implemented and improving student learning.
2. Structured collaboration time scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark;MARS tasks.
3. Teachers and Principals used data to identify students and subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack.
4. Staff continued to receive training with Illuminate in developing classroom assessments for both English Language Arts and Mathematics, and analyzing data.
5. Principal received additional training with Illuminate in how to effectively use English Language Arts and Mathematics data to monitor student growth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Professional development for the math department provided greater understanding and collaboration at the site, district and community level. A greater emphasis on student data is emerging.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reductions/eliminations of actions geared towards release collaboration time occurred due to district budget constraints. Increase in IEP articulation costs due to underestimated support needed and increase in sub costs mid year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
17-18 1. At least a 95% score on the PBIS SET 2. A 10% decrease in major office referrals and suspensions 3. Maintanance of expulsion rate (currently at 0% for past two years) 4. A decrease chronic absenteeism rate 5. A 95% Attendance Rate 6. Healthy Kids Survey Results 7. Physical Fitness Test	1. SET data not available. 2. A decrease in major office referrals was achieved with a 12% reduction, however suspensions increased. 3. Expulsion rate continues o be at 0%. 4. Chronic absenteeism continues to be a challenge but has not increased in rate. 5. Attendance rate continues to be above 95%. 6. Healthy Kids survey results not available at this time 7. Fitness test results not available at this time.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Staff will establish strategies to maintain regular and high attendance rates. 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. 5. Counseling services will be increased through redefinition of TOSA job duties.	A. Staff implemented the following strategies to maintain regular and high attendance rates. 1. Staff communicated to parents the importance of regular school attendance via newsletter. 2. An automated system contacts parents when students are absent. 3. Staff reviewed monthly Attendance Reports and scheduled attendance meetings with students and parents experiencing truancy issues. 4. SARB referrals generated for qualifying students. 5. Counseling services will be increased through redefinition of TOSA job duties.	Site Administration will monitor student attendance and discipline records. As areas of concerns arise, teams will create intervention plans. 5000-5999: Services And Other Operating Expenditures Base 2000	Site Administration monitored student attendance and discipline records. As areas of concerns arose, teams will create intervention plans.
		School support, outreach, home visits, counseling/medical referrals, translation services 2000-2999: Classified Personnel Salaries Supplemental 2500	School support, outreach, home visits, counseling/medical referrals, translation services 2000-2999: Classified Personnel Salaries Title I 2500
		Administration Support 1000-1999: Certificated Personnel Salaries Base 5000	Admin support 1000-1999: Certificated Personnel Salaries Base 500
		.50 TOSA paid through site budget to support student needs academically as well as social/emotional/behavioral Budgeted in Goal 1 1000-1999: Certificated Personnel Salaries	.50 TOSA paid through site budget to support student needs academically as well as social/emotional/behavioral Budgeted in Goal 1
		Registration Support 1000-1999: Certificated Personnel Salaries Base 2000	Registration Support 1000-1999: Certificated Personnel Salaries Base 2000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Staff will establish programs and strategies to maintain a positive learning environment; preventing	B. Staff continued to establish programs and strategies to maintain a positive learning environment; preventing bullying	The PROUD Program - a consistent language and behavioral language and	The PROUD Program - a consistent language and behavioral language and

bullying and harassment of students and staff.

1. PROUD Program - a consistent language and behavioral language and behavioral standards will be established.
2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students.
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 programs and working students with special needs in the general classrooms.

and harassment of students and staff.

1. PROUD Program - a consistent language and behavioral language and behavioral standards implemented.
2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students.
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.

behavioral standards will be established. 5000-5999: Services And Other Operating Expenditures Base 5000

2 full days will be set for site team to meet and plan site activities 1000-1999: Certificated Personnel Salaries Base 1500

3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (2 site leads) 4000-4999: Books And Supplies Base 600

PBIS Incentive Program for Students and Staff 4000-4999: Books And Supplies Base 5000

2 half-days will be set for Site Team to meet and plan site activities provided by the district. (4 team members) 1000-1999: Certificated Personnel Salaries Base 600

behavioral standards implemented 5000-5999: Services And Other Operating Expenditures Base 1000

2 full days will be set for site team to meet and plan site activities 1000-1999: Certificated Personnel Salaries Base 500

3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (2 site leads) 4000-4999: Books And Supplies Base 600

PBIS Incentive Program for Students funded through ASB

1 day for Site Team to meet and plan site activities provided by the district. 1000-1999: Certificated Personnel Salaries Base 750

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Staff will develop a plan to provide and offer a variety of	C. Staff provided a variety of electives and enrichment activities	Enrichment and other student activities and clubs will be	Enrichment and other student activities and clubs will be

electives, club offerings and enrichment activities to meet the interests and abilities of all students.	to meet the interests and abilities of all students. Club offerings continue to be limited.	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. 1000-1999: Certificated Personnel Salaries Base 6000	developed and maintain including but not limited to 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.
		Support after school sports program costs (coaching, etc...) through student scholarships 2000-2999: Classified Personnel Salaries Supplemental 20000	Support after school sports program costs (coaching, etc...) through student scholarships 1000-1999: Certificated Personnel Salaries Supplemental
		Project Cornerstone 5000-5999: Services And Other Operating Expenditures Base 1200	Music coaches, cheer coach, etc... 2000-2999: Classified Personnel Salaries Base 5500
		Start up costs for new elective offerings including: computer coding course, nutrition class, digital art class and expansion of theater arts program. 4000-4999: Books And Supplies Supplemental 14000	Start up costs for new elective offerings including: computer coding course, nutrition class, digital art class and expansion of theater arts program. 4000-4999: Books And Supplies Supplemental 4000
		Connect the Dots for 7th Grade Paid through site ASB funds	Connect the Dots for 7th Grade Paid through site ASB funds
		Stipend for site athletic director 1000-1999: Certificated Personnel Salaries Base 7000	Stipend for site athletic director 1000-1999: Certificated Personnel Salaries Base 7000
		Stipend for site music/band director 1000-1999: Certificated Personnel Salaries Base 5000	Stipend for site music/band director 1000-1999: Certificated Personnel Salaries Base 5000

		Stipend for site activities director 1000-1999: Certificated Personnel Salaries Base 4000	Stipend for site activities director 1000-1999: Certificated Personnel Salaries Base 4000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
D. Services will be provided to meet the emotional, behavioral and mental needs of students. 1. School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. 2. School psychologists also provides counseling on death of a family member, bullying, school anxiety and social issues. 3. Study Study Team Process in employed for students who are struggling academic due to emotional, social, mental, and/or academic challenges. 4. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support 5. Library hours to support alternate locations on campus for students.	D. Services provided to meet the emotional, behavioral and mental needs of students. 1. School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. 2. School psychologists also provides counseling on death of a family member, bullying, school anxiety and social issues. 3. Study Study Team Process in employed for students who are struggling academic due to emotional, social, mental, and/or academic challenges. 4. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support 5. Library hours to support alternate locations on campus for students.	School library clerk - part time 2000-2999: Classified Personnel Salaries Base 12000 An additional 6 hours of counseling through AVCS provided by site. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6000 6 additional hours of counseling is funded by Xilinx grant. 5800: Professional/Consulting Services And Operating Expenditures 6000 IST - Student Study Team 5000-5999: Services And Other Operating Expenditures Base 2000 CICO Process 5000-5999: Services And Other Operating Expenditures Base 1000	School library clerk - part time 2000-2999: Classified Personnel Salaries Base 17680 Additional AVCS services paid by HSC IST - Student Study Team - no costs incurred CICO Process - minimal implementation, no costs incurred

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| E. Staff will survey on school safety and climate.

1. Staff will establish a student survey on school safety and climate using the Healthy Kids survey.
2. Staff will survey parents on school safety and climate. | | Healthy Kids Survey will be administered via online. 5000-5999: Services And Other Operating Expenditures Base 250 | |

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. 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.	F. Staff implemented 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. 1. Staff will revise the comprehensive Safe School Plan. 2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan (site admin, SJPD and outside consultants) 3. Parents and community members will be apprised of the Safe School Plan.	Ensure sufficient supervision during recesses (increased supervision assigned as needed). 1000-1999: Certificated Personnel Salaries Base 5000 Noon Duty Supervision 2000-2999: Classified Personnel Salaries Base 25000	Ensure sufficient supervision during recesses (increased supervision assigned as needed). 1000-1999: Certificated Personnel Salaries Base 5500 Noon Duty Supervision 2000-2999: Classified Personnel Salaries Base 20000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

School safety plan implementation was continued. Training and drills were conducted with the support of SJPD and ICS contracted services. Check in Check out was started without a formal structure. Clubs continue to be a challenge to support. Counseling services were provided and monitored through the school counselor and site administration. IST process provided clear site process for identifying students in need and intervention support. PBIS proud program continues to be working to support positive incentives.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Increased certificated supervision was critical this school year due to increased need and decreased classified personnel support available. PBIS program has helped to decrease office referrals. Increased need in supporting low income students to join student organizations (clubs, sports, etc...).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Over estimated sums in the areas of admin support, elective class needs and coaching needs. Under estimated sums in the area of library clerk. Inability to locate staff for enrichment clubs and classified yard duty. Reduction of site expenses with supplement of HSC monies for AVCS services in response to budget reductions from the district level. Xilinx grant did not fund counseling services at the site level.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Participation has not been formally measured in the past. 2. Home and School Club tracking not currently available. ELAC has 8 regular members attending all meetings. SSC attendance has been limited to members of the committee. 3. Translation has been available for all requested meetings through on site personnel or through district provided phone service. Publicizing this resource is needed. **17-18** 1. Increased participation/attendance in school events, activities, teams and functions 2. 15% increase in parent involvement in school committees 3. Increase in translation services of English Learner parents 4. Increased attention to communication: weekly newsletter, school web site, etc...	1. Increase in opportunities for evening parent activities (Showcase Night) 2. Home and School Club attendance averaging 20 per meeting. ELAC continues to have 8 regular members attending all meetings. SSC attendance has been limited to members of the committee although students have been added to the council to better represent all stakeholders. 3. Translation has been available for all requested meetings through on site personnel or through district provided phone service.

	Expected	Actual

Baseline
1. Participation has not been formally measured in the past.
2. Home and School Club tracking not currently available. ELAC has 8 regular members attending all meetings. SSC attendance has been limited to members of the committee.
3. Translation has been available for all requested meetings through on site personnel or through district provided phone service. Publicizing this resource is needed.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Staff will provide multiple opportunities to parents to provide input to programs and progress. 1. Staff will establish communication protocols to utilize media sources, i.e. school newsletters, School Messenger, school website. Communication will also be provided in multiple languages, especially Spanish. 2. Implement Parent Information events and activities (i.e., Principal Coffees, Open House, Back to School, Family Curriculum Nights, Middle School Orientation, etc.) 3. Provide Parent Translation Services for meetings, i.e. IEPs, SSTs, Parent-Teacher Conferences, ELAC and DELAC	A. Staff provides multiple opportunities for parents to provide input to programs and progress. 1. Staff uses communication protocols to utilize media sources, i.e. school newsletters, School Messenger, school website. Communication provided in multiple languages, especially Spanish. 2. Implemented Parent Information events and activities (i.e., Showcase Night, Open House, Back to School, Family Curriculum Nights, Middle School Orientation, etc.) 3. Provide Parent Translation Services for meetings, i.e. IEPs, SSTs, Parent-Teacher	Communication and translation/interpreter services as needed. 5000-5999: Services And Other Operating Expenditures Title I 1500 These events may include but are not limit to: Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, other. 4000-4999: Books And Supplies Base 1000 Community Survey will be administered through SchoolMessenger. This cost will be funded by the district. 5000-5999: Services And Other	Communication and translation/interpreter services as needed. Expenditures captured in goal 3 5000-5999: Services And Other Operating Expenditures Title I 500 These events may include but are not limit to: Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, other. - no costs incurred Community Survey will be administered through SchoolMessenger. This cost will be funded by the district.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
meetings. Staff will develop a process for translators to be certified and that the services are appropriate in the educational setting. 4. Through written communication, staff will keep parents informed on academic programs and curriculum 5. Staff will conduct a comprehensive annual survey to garner input from parents and community members. 6. Student academic progress will be sent home through traditional mailings to ensure all parents are aware of achievement levels and needs.	Conferences, ELAC and DELAC meetings. Staff will develop a process for translators to be certified and that the services are appropriate in the educational setting. 4. Through written communication, staff will keep parents informed on academic programs and curriculum 5. A comprehensive annual survey was sent to garner input from parents and community members. 6. Student academic progress will be sent home through traditional mailings to ensure all parents are aware of achievement levels and needs.	Operating Expenditures Base 1000 Title I Parent Information Night 5000-5999: Services And Other Operating Expenditures Title I 3000 Costs for grade report mailings 5900: Communications Base 2000 Provide BBQ for families served by Price staff at Open House 7000-7439: Other Outgo Base 2000 Hourly pay for site web site maintenance. 1000-1999: Certificated Personnel Salaries Supplemental 1400 Extra duty clerical to ensure communication and support for parents 2000-2999: Classified Personnel Salaries Base 2500	 Parent Showcase Night 1000-1999: Certificated Personnel Salaries Base 1500 Costs for grade report mailings 5900: Communications Base 3000 Provide BBQ for families served by Price staff at Open House 7000-7439: Other Outgo 2000 Hourly pay for site web site maintenance. 1000-1999: Certificated Personnel Salaries Supplemental 700 Extra duty clerical to ensure communication and support for parents 2000-2999: Classified Personnel Salaries Base 2500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Staff will maintain standing committees in which information is provided and ideas sought concerning the school. 1. Home & School Club. Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students. 2. English Learner Advisory Committee.		Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students. 4000-4999: Books And Supplies Base 500 Parent Coffees, SSC & ELAC Meetings Materials & Supplies. 4000-4999: Books And Supplies Base 1000	Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students. 4000-4999: Books And Supplies Base 500 Parent Coffees, SSC & ELAC Meetings Materials & Supplies. 4000-4999: Books And Supplies Base 1000

3. School Site Council
4. District Committees: District Advisory Committee, District English Learner Advisory Committee, Home & School Club President meetings with the Superintendent
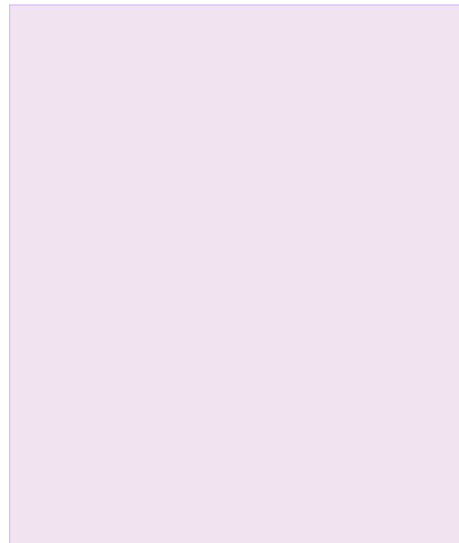5. Increase parent participation on ELAC, Home & School Club, DAC and DELAC Committees.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Volunteer opportunities and parent support trainings will be established to help parents partner in their child's education. 1. Increase parent involvement opportunities on campus. 3. Increase parent participation on district and school committees. 4. Increase diversity on district and school committees. 5. Increase college resources for students and parents, i.e., staff will plan a College Day or Week		Site will provide curriculum nights to support parents understanding of instructional practices and increase parent involvement on committees and in the classrooms with training. 5800: Professional/Consulting Services And Operating Expenditures Title I 2000	Action not taken due to district budget constraints

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Communication was increased through translation and grading period mailings. Access to program information was increased for parents through showcase night and ELAC, SSC and HSC meeting reports. Community BBQ was well attended. Fifth grade parent coffee had increased attendance over past years (8% increase).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Communication and participation in general functions was increased. The need to involve a wider variety of stakeholders in advisory roles is still needed. Positive parent feedback has increased per district survey. Needs were still expressed for communication increases in the areas of: school safety plan, teacher responsiveness and student achievement data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Title 1 night presented as a showcase to help parents understand the programs offered at Price. Costs were decreased due to increased use of non-hourly employees. Web site maintenance reduced for non-hourly employee. Translation service costs over estimated. Mailing costs underestimated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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 2017 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 2018. 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 2017-18 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.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

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:

*Continue TOSA job description to support the needs of the school counseling department.

*Continue working to increase parent involvement

*Continue to integrate writing across the curriculum with SUTW

*Continue alignment of math curriculum through 2nd year CPM coaching

*Continue GLAD support through Price staff

*There is a need for upgraded and updated facilities and materials (e.g. paint, accommodate the increased technology use in the instructional program, increased/improved security features)

*Consider more enrichment/acceleration activities integration into the curriculum and after school.

*Teachers need time to reflect and plan with other teachers to ensure consistent and connected Common Core implementation

Items that will be worked into next year's school plan include (to start with):

*District and site PD for CPM math curriculum. Parent education on the new curriculum with an emphasis on resources available to them to help their child.

*Continued training and implementation of Step Up to Writing across site. Emphasis on writing assessments

*Training and support in using Google Apps for student and staff collaboration

*ELD support for teachers: Specifically continued training and resources for implementing designated ELD in their classrooms. Ongoing support for GLAD through GLADiators.

*Provide data-driven collaboration time for teachers to work on increasing student achievement.

*Continuing to encourage parent volunteerism in HSC and through school programs

*Continue after school programs and activities with a goal of providing more opportunities for enrichment.

*Continue communication outreach to community through newsletters, principal's coffee, New Parent Orientation

*Maintain counseling services through AVCS and work with district to add next level of support

*Continue PBIS implementation by incorporating Check In Check Out process

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

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 Learner, 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 is still in progress.

Metrics
a. CCSS Interim Assessment Benchmarks Grades 6-8
b. Smarter-Balanced Assessment Consortium (SBAC) Grades 6-8
c. MARS Tasks Spring - Grades 6-8
d. Common Core Implementation in the classrooms - Scope and Sequence

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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will meet/exceed proficiency rates: 1. CCSS Interim Assessment Benchmarks: 5% increase in Proficiency or above from 2016-2017 in ELA & Math in Grades 6-8 2. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from 2016-2017 in ELA & Math in Grades 6-8 3. MARS Tasks Spring: 5% increase in students performing at Proficient or above in Grades 6-8 4. CCSS will be implemented in 100% of the classrooms through classroom observations by principals and teacher evaluation of	2015-2016 Baseline Data 1. CCSS Interim Assessment 2. SBAC - ELA 66% of all students met or exceeded standards Math 53% of all students met or exceeded standards 3. MARS Tasks Spring 4. CCSS currently observed in all English, Math, History and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and CCSS Habits of Mind are not routinely evident.	2017-2018 Baseline Data 1. Benchmark Assessments 2. SBAC ELA 66% of all students met or exceeded standards Math 56% of all students met or exceeded standars 3. MARS Tasks Spring 4. CCSS currently observed in all English, 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.		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Development				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

A. Provide Professional Development and necessary materials aligned with the Common Core State Standards (CCSS) in the following topics/areas for Staff: 1. CCSS Instructional Shifts (ELA & Math) 2. Continue Instructional Best Practices PD & Data Driven Collaboration (actions captured in goal 2) 3. Technology Integration and digital citizenship 4. Continue PD support for Writing 5. Differentiated Instruction 6. NGSS	A. Provide Professional Development and necessary materials aligned with the Common Core State Standards (CCSS) in the following topics/areas for Staff: 1. CCSS ELA & Math 2. Continue Instructional Best Practices PD & Data Driven Collaboration (Achievement Teams) (actions captured in goal 2) 3. Technology Integration and digital citizenship 4. Continue PD/collaboration support for Step Up To Writing 5. Differentiated Instruction 6. NGSS	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5600	1500	
Source	Base	Base	
Budget Reference	4000-4999: Books And Supplies All 6-8 will have 3 full days of professional development on refining instructional practices and collaboration. At 2 district sponsored Wednesdays meetings, all grade level teachers will convene to monitor and refine our implementation practices, including CC, assessments, Achievement Teams, differentiated instruction, other. At monthly staff meetings, department and CIA meetings, teachers and site administrator will discuss and collaborate on site-specific needs.	4000-4999: Books And Supplies All 6-8 will have 3 full days of professional development on refining instructional practices and collaboration. At 2 district sponsored Wednesdays meetings, all grade level teachers will convene to monitor and refine our implementation practices, including CC, assessments, Achievement Teams, differentiated instruction, other. At monthly staff meetings, department and CIA meetings, teachers and site administrator will discuss and collaborate on site-specific needs.	
Amount	26000	46000	
Source	Supplemental	Base	
Budget Reference	4000-4999: Books And Supplies Purchase materials to provide basic classroom supplies essential to CC implementation needs	4000-4999: Books And Supplies Purchase materials to provide basic classroom supplies essential to CC implementation needs	
Amount	3000	3000	
Source	Base	Base	
Budget Reference	4000-4999: Books And Supplies Provide support to all Science classrooms for consumable lab supplies and replacement of equipment as needed.	4000-4999: Books And Supplies Provide support to all Science classrooms for consumable lab supplies and replacement of equipment as needed.	

Amount	2000	30000	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Science lead teachers to receive planning time for further development of NGSS lessons supporting new testing requirements.	6000-6999: Capital Outlay Copy machine lease, maintenance, copier consumables (staples), shredding, laminator consumables	
Amount	15000	20000	
Source	Base	Supplemental	
Budget Reference	4000-4999: Books And Supplies General supplies for instruction	4000-4999: Books And Supplies Purchase materials to providesupplemental classroom supplies essential to CC implementation needs	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
B. Alignment of curriculum, instruction and assessment with the Common Core Standards (CCSS) in Reading/Language Arts & Mathematics. 1. The Curriculum Leadership Council (CLC) will continue to research CCSS materials and assessments for ELA . 2. CCSS Interim Benchmark Assessments for ELA & Math 3. Staff will continue to align current adopted materials to the CCSS Scope and Sequence.	B. Alignment of curriculum, instruction and assessment with the Common Core Standards (CCSS) in Reading/Language Arts & Mathematics. 1. The Curriculum Leadership Council (CLC) will continue to research CCSS materials and assessments for ELA . 2. CCSS Interim Benchmark Assessments for ELA & Math 3. Staff will continue to align current adopted materials to the CCSS Scope and Sequence.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	4000	
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures The appropriate grade level assessments will be administered to all 6-8 students. - Illuminate Benchmarks; Writing; MAC.	1000-1999: Certificated Personnel Salaries The appropriate grade level assessments will be administered to all 6-8 students. - Illuminate Benchmarks; Writing; MAC.	

Amount	5000	6000	
Source	Base	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Structured collaboration time for Math & ELA teachers to hand score performance tasks and analyze results beyond the instructional rounds. (Release days or hourly beyond the school day).	1000-1999: Certificated Personnel Salaries Structured collaboration time for Math & ELA teachers to hand score performance tasks and analyze results to determine intervention needs. (Release days or hourly beyond the school day).	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

C. 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.

1. Integrate Project Based Learning into the curriculum and across content areas.
2. Levels 3 and 4 Depth of Knowledge questions and diagnostic questions will be embedded in daily lessons.
3. Differentiated instruction will be provided at each level to meet students' current needs during flexible grouping (including EL, SED, Foster Youth, SWD, and GATE)
4. Provide additional support for instruction and monitoring for ELL's
5. Formative Assessment Techniques will be embedded into daily lessons

C. 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.

1. Levels 3 and 4 Depth of Knowledge questions and diagnostic questions will be embedded in daily lessons.
2. Differentiated instruction will be provided at each level to meet students' current needs during flexible grouping (including EL, SED, Foster Youth, SWD)
3. Provide additional support for instruction and monitoring for ELL's
4. Formative Assessment Techniques will be embedded into daily lessons

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4000	8000	
Source	Supplemental	Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries Provide departments with release time to develop differentiated lessons to support accelerated students, students with disabilities, English Language Learners, etc...	2000-2999: Classified Personnel Salaries 1 ELD Instructional Aide will provide push-in or pull-out additional support during core ELA, Math and other content areas as needed and Title 1 documentation support.	

Amount	16000			
Source	Title I			
Budget Reference	2000-2999: Classified Personnel Salaries 1 ELD Instructional Aide will provide push-in or pull-out additional support during core ELA, Math and other content areas as needed and Title 1 documentation support.	Utilize department collaboration time to review student data through the achievement team process and design strategic instruction to meet the needs of English Language Learners, SWD, etc...		

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

D. Provide structured collaboration time using data to guide instruction and learning.
1. Collaboration time is a focus for ensuring that professional development is implemented and improving student learning. Achievement team protocols will be implemented with a regular cycle of reflection.
2. Structured collaboration time will be scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark; Writing assessments; ELPAC; MARS tasks.
3. TOSA, Teachers and Principals will use data to identify students and subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack.
4. Staff will continue to receive training with Illuminate in developing classroom assessments for both English Language Arts and Mathematics, and analyzing data.
5. Principal will also receive additional training with Illuminate in how to effectively use English Language Arts and Mathematics data to monitor student growth.

D. Provide structured collaboration time using data to guide instruction and learning.
1. Collaboration time is a focus for ensuring that professional development is implemented and improving student learning. Achievement team protocols will be implemented with a regular cycle of reflection.
2. Structured collaboration time will be scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark; Writing assessments; ELPAC; MARS tasks.
3. TOSA, Teachers and Principals will use data to identify students and subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack.
4. Staff will continue to receive support with Illuminate in developing classroom assessments for both English Language Arts and Mathematics, and analyzing data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4500	55300	
Source	Base	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries 3 release days for each grade level team/departments to collaborate and plan through data analysis using assessment team protocols.	1000-1999: Certificated Personnel Salaries Tier 2 TOSA to support intervention for at risk students. Provide scheduling and support for academic as well as social/emotional needs. Support House teams with tier 1 & 2 interventions and SST process as appropriate.	
Amount		30000	
Source		Title I	
Budget Reference		1000-1999: Certificated Personnel Salaries Tier 2 TOSA to support intervention for at risk students. Provide scheduling and support for academic as well as social/emotional needs. Support House teams with tier 1 & 2 interventions and SST process as appropriate.	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action
Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
E. A site-wide writing program will be adopted 6-8 for cross curricular implementation. Teachers will receive materials, PD support and planning time. Monitor implementation of the writing program through site observations. Analyze results of the assessments and reteach or adjust instruction as needed.	E. Continue implementation of site-wide writing program 6-8 for cross curricular implementation. Teachers will receive materials, PD/coaching support and planning time. Monitor implementation of the writing program through site observations. Analyze results of the assessments and reteach or adjust instruction as needed.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30000	3000	
Source	Base	Supplemental	
Budget Reference	4000-4999: Books And Supplies Purchase of 6-8 Writing Program materials for all teachers	1000-1999: Certificated Personnel Salaries Release time to support SUTW leads with planning differentiated lessons for staff wide coaching and support. Time provided for model lessons and coaching.	

Amount	5000		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training consultant fees for 2 full PD days - Ed Services funded		

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
F. Intervention, Extension and Acceleration programs will be provided for ALL students to support their learning beyond the base core program.	F. Intervention, Extension and Acceleration programs will be provided for ALL students to support their learning beyond the base core program.	

An intervention program for ELA and Math will be administered to provide additional or extended day programs focusing on our significant subgroups of English Learners, Low Socio-Economic, and Foster Youth.

1. Continue Elevate (Math) to provide additional support for students not performing at grade level (summer and after-school programs).
2. Principal or designee will monitor the student results and progress towards proficiency.
3. School staffs will collaborate among all teachers who work with under-performing students.
4. Provide Professional Development targeted to meet the needs of English Learners.
5. Increase access to academic counseling for all students.

An intervention program for Math will be administered to provide additional or extended day programs focusing on our significant subgroups of English Learners, Low Socio-Economic, and Foster Youth.

1. Continue Elevate and Ramp Up (Math) to provide additional support for students not performing at grade level (summer and after-school programs).
2. Principal or designee will monitor the student results and progress towards proficiency.
3. School staffs will collaborate among all teachers who work with under-performing students.
4. Provide Professional Development targeted to meet the needs of English Learners.
5. Increase access to academic & social/emotional counseling for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		4000	
Source		Supplemental	
Budget Reference		1000-1999: Certificated Personnel Salaries Tier II intervention Math Ramp Up - 6/7 grade	

Amount	5000	3000	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Tier II Interventions - Elevate Math after school program	1000-1999: Certificated Personnel Salaries Tier II intervention - Elevate Plus after school program	
Amount	45000		
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries .50 TOSA assigned to support with academic counseling duties and provide intervention.	TOSA assigned to identify and apply intervention and academic/social/emotional support Cost captured earlier in goal	
Amount	25500	16000	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Homework Center	1000-1999: Certificated Personnel Salaries Homework Center	
Amount	45000	4000	
Source	Base	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries .50 TOSA assigned to support with academic counseling duties and provide intervention.	2000-2999: Classified Personnel Salaries Homework Center Plus (strategically designed tier II support for at risk students)	
Amount	15000		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries Homework Center		

Amount	500				
Source	Supplemental				
Budget Reference	4000-4999: Books And Supplies Other Materials and supplies for electives, extensions and enrichment programs				

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
G. Teachers will receive support to deliver technology embedded instruction providing student access to a digital learning environment. 1. Teachers will increase their digital literacy competence through the 21st Century Learning Academy Cohorts and	G. Teachers will receive support to deliver technology embedded instruction providing student access to a digital learning environment. 1. Teachers will increase their digital literacy competence through the 21st Century Learning Academy Cohorts and	

then be able to transfer their knowledge into use in the classroom. 2. Digital Citizenship training will be offered for all staff. 3. Increase availability of student devices by purchasing more COW's.	then be able to transfer their knowledge into use in the classroom. 2. Digital Citizenship training will be offered for all staff. 3. Increase availability of student devices by purchasing more COW's. 4. Ensure proper maintenance on instructional technology across all classrooms (doc cameras, projectors, SMARTboards, flat screen tv)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30000	13000	
Source	Base	Supplemental	
Budget Reference	4000-4999: Books And Supplies Technology Instructional Software, Hardware, Materials & Supplies including support of new course offerings	4000-4999: Books And Supplies Technology Instructional Software, Hardware, Materials & Supplies	
Amount	6000	4000	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries 2 Teachers to be assigned as SysOps	1000-1999: Certificated Personnel Salaries 1 SysOp Teacher Stipend + extra pay due to scope of site needs	

Amount	20000	
Source	Supplemental	
Budget Reference	4000-4999: Books And Supplies Purchase chrome carts and/or other instructional technology (flat screens, doc cameras, Smartboard bulbs...) to provide availability of devices for all classrooms.	Purchase chrome carts and/or other instructional technology (flat screens, doc cameras, Smartboard bulbs...) to provide availability of devices for all classrooms. - funded through donation	

Action 8

All	

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Action 9

All	

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

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. Schoolwide and district leadership opportunities
f. Placement of university student teachers

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
a. Highly Qualified Teachers	100% of teachers highly qualified	100% of teachers highly qualified	100% of teachers highly qualified	
b. Participation in professional development opportunities	3 District-wide Professional Learning Wednesdays 3 District-wide Professional Learning Days	3 District-wide Professional Learning Wednesdays 3 District-wide Professional Learning Days	3 District-wide Professional Learning Wednesdays 3 District-wide Professional Learning Days	
c. Level of staff satisfaction from professional development surveys	Lower satisfaction for PD led by outside vendor	Raise satisfaction via teacher-led PD	Raise satisfaction via teacher-led PD	
d. BTSA program for all eligible Price teachers	All BTSA-eligible teachers participated	All BTSA-eligible teachers participated	All BTSA-eligible teachers participated	
e. Schoolwide and district leadership opportunities	Opportunities: Leadership Team CLC Assessment Team PBIS	Opportunities: Leadership Team CLC PBIS Math Leadership Team Assessment Team	Opportunities: Leadership Team CLC PBIS Math Leadership Team Assessment Team	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
f. Placement of university student teachers	One placed in 7th grade Science	One scheduled for 7th grade Social Studies	unknown student teacher availability	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will be provided time and opportunities to collaborate cross grade	Teachers will be provided time and opportunities to collaborate cross grade level including articulation with the high	

level including articulation with the high school.	school. Coaching support provided during collaboration	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	600	250	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Math lead teachers will continue to partner with CUHSD regarding math pathways to high school. (Teacher hourly for collaboration meetings).	1000-1999: Certificated Personnel Salaries Math lead teachers will continue to partner with CUHSD regarding math pathways to high school. (Teacher hourly for collaboration meetings).	
Amount	600	1500	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Case Manager(s) will attend IEP meetings and other collaboration opportunities to ensure appropriate articulation for students entering and exiting middle school.	1000-1999: Certificated Personnel Salaries Special Education Case Manager(s) will attend IEP meetings and other collaboration opportunities to ensure appropriate articulation for students entering and exiting middle school.	
Amount		2000	
Source		Title I	
Budget Reference		1000-1999: Certificated Personnel Salaries Extra hours provided for ELD, writing and GLAD coaches for support during collaboration including professional development support	

Action 2

All	[Add Location(s) selection here]
[Add Students to be Served selection here]	

OR

English Learners	Limited to Unduplicated Student Group(s)	[Add Location(s) selection here]
[Add Students to be Served selection here]	[Add Scope of Services selection here]	

Actions/Services

Modified Action	New Action	
	Professional development targeting ELD and integrated instruction	

Budgeted Expenditures

Amount		1500	
Source		Title I	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Teachers will be provided opportunities for professional development specific to ELD instruction and best practices for ELL's (GLAD, Kate Kinsella, etc...)	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A site-wide writing program will be adopted 6-8 for cross curricular implementation. Teachers will receive materials, PD support and planning time. Monitor implementation of the writing program through site observations. Analyze results of the assessments and reteach or adjust instruction as needed.	Continue site-wide, cross-curricular writing program implementation 6-8. Teachers will receive coaching, PD support and planning time. Monitor implementation of the writing program through site observations. Analyze results of the assessments and reteach or adjust instruction as needed.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		400	
Source		Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Step up to Writing materials and training for all teachers. Funds allocated in goal 1	1000-1999: Certificated Personnel Salaries Step Up To Writing coaching and PD provided through on site experts during regularly structured collaboration time. Teacher leads provided hourly comp. for prep.	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: EL S

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide structured collaboration time using data to guide instruction and learning. 1. Collaboration time is a focus for ensuring that professional development is implemented and improving student learning. 2. Structured collaboration time will be scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark; Writing assessments; CELDT; MARS tasks. 3. Teachers and Principals will use data to identify students and subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack. 4. Staff will continue to receive training with Illuminate in developing classroom	Provide structured collaboration time using data to guide instruction and learning. 1. Collaboration time is a focus for ensuring that professional development is implemented and improving student learning. 2. Structured collaboration time will be scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark; Writing assessments; ELPAC; MARS tasks. 3. TOSA, Teachers and Principals will use data to identify students and subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack. 4. Staff will continue to receive training with Illuminate in developing classroom	

assessments for both English Language Arts and Mathematics, and analyzing data. 5. Principal will also receive additional training with Illuminate in how to effectively use English Language Arts and Mathematics data to monitor student growth.	assessments for both English Language Arts and Mathematics, and analyzing data.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		5000	
Source		Supplemental	
Budget Reference	3 release days for each grade level team/departments to collaborate and plan through instructional rounds, data analysis, unit planning, other. Funds allocated in goal 1	1000-1999: Certificated Personnel Salaries Dedicated grade level House/department collaboration to plan instruction guided by data analysis, unit planning, other.	

Action 5

Students with Disabilities [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income		

Actions/Services

Modified Action	New Action	

	Classified Staff professional development support	

Budgeted Expenditures

Amount		2500	
Source		Supplemental	
Budget Reference		2000-2999: Classified Personnel Salaries Paid time for professional growth opportunities	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal
Unchanged Goal

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

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 believe 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. PBIS Self Evaluatation Tool
b. SWIS Office Major Referrals
suspension rate
expulsion rate
c. Attendance rate
d. School Attendance Review Board Process (SARB)

chronic absenteeism rate
e. Healthy Kids Survey - Grade 8 (Baseline)
f. Physical Fitness Test
g. Referrals for counseling and crisis intervention data will be collected beginning in 2016-2017
h. Participation rate in extra curricular activities: band, athletics, NJHS, etc...

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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		1. At least a 95% score on the PBIS SET 2. A 10% decrease in major office referrals and suspensions 3. Maintanance of expulsion rate (currently at 0% for past two years) 4. A decrease chronic absenteeism rate 5. A 95% Attendance Rate 6. Healthy Kids Survey Results 7. Physical Fitness Test		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A. Staff will establish strategies to maintain regular and high attendance rates. 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.	A. Staff will establish strategies to maintain regular and high attendance rates. 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.	

5. Counseling services will be increased through redefinition of TOSA job duties.	5. Student support will be increased through inclusion of additional TOSA job duties.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures Site Administration will monitor student attendance and discipline records. As areas of concerns arise, teams will create intervention plans.	Site Administration will monitor student attendance and discipline records. As areas of concerns arise, teams will create intervention plans. Costs covered in regular salaries	
Amount	2500	250	
Source	Supplemental	Supplemental	
Budget Reference	2000-2999: Classified Personnel Salaries School support, outreach, home visits, counseling/medical referrals, translation services	2000-2999: Classified Personnel Salaries School support, outreach, home visits, counseling/medical referrals, translation services	
Amount	5000	760	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Administration Support	1000-1999: Certificated Personnel Salaries Administration Support	

| Budget Reference | 1000-1999: Certificated Personnel Salaries
.50 TOSA paid through site budget to support student needs academically as well as social/emotional/behavioral

Budgeted in Goal 1 | TOSA paid through site budget to support student needs academically as well as social/emotional/behavioral

Budgeted in Goal 1 | |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.	B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.	

1. PROUD Program - a consistent language and behavioral language and behavioral standards will be established. 2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. 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 registration support, 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 programs and working students with special needs in the general classrooms.	1. PROUD Program - a consistent language and behavioral language and behavioral standards will be continued. 2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. 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 programs and working students with special needs in the general classrooms. 6. Awards, Reclassification certificates and 8th Grade Promotion certificates	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	3500	
Source	Base	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures The PROUD Program - a consistent language and behavioral language and behavioral standards will be established.	4000-4999: Books And Supplies The PROUD Program - a consistent language and behavioral language and behavioral standards will be established.	
Amount	1500	1000	
Source	Base	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries 2 full days will be set for site team to meet and plan site activities	1000-1999: Certificated Personnel Salaries 2 full days will be set for site PBIS team to meet and plan site activities	
Amount	600	1000	
Source	Base	Supplemental	
Budget Reference	4000-4999: Books And Supplies 3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (2 site leads)	1000-1999: Certificated Personnel Salaries 3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (2 site leads)	
Amount	5000	1500	
Source	Base	Supplemental	
Budget Reference	4000-4999: Books And Supplies PBIS Incentive Program for Students and Staff	4000-4999: Books And Supplies PBIS Incentive Program for Students and Staff	

Amount	600	5500
Source	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2 half-days will be set for Site Team to meet and plan site activities provided by the district. (4 team members)	2000-2999: Classified Personnel Salaries Registration support - extra duty
Amount		1500
Source		Supplemental
Budget Reference		4000-4999: Books And Supplies Awards, certificates, etc...

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6000	1000	
Source	Base	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries 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.	1000-1999: Certificated Personnel Salaries 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.	
Amount	20000	5000	
Source	Supplemental	Supplemental	
Budget Reference	2000-2999: Classified Personnel Salaries Support after school sports program costs (coaching, etc...) through student scholarships	1000-1999: Certificated Personnel Salaries Support after school sports program costs (coaching, etc...) through student scholarships	
Budget Reference			

Amount	1200	
Source	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Project Cornerstone	Connect the Dots for 7th Grade Paid through site ASB funds	
Amount	14000	7000	
Source	Supplemental	Base	
Budget Reference	4000-4999: Books And Supplies Start up costs for new elective offerings including: computer coding course, nutrition class, digital art class and expansion of theater arts program.	1000-1999: Certificated Personnel Salaries Stipend for site athletic director	
Amount		5000	
Source		Base	
Budget Reference	Connect the Dots for 7th Grade Paid through site ASB funds	1000-1999: Certificated Personnel Salaries Stipend for site music/band director	
Amount	7000	4000	
Source	Base	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for site athletic director	1000-1999: Certificated Personnel Salaries Stipend for site coordinator of campus climate and culture (design new student welcome, parent outreach and support, anti-bullying activities, student leadership opportunities, multicultural activities, clubs, etc...)	

Amount	5000	3000	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for site music/band director	2000-2999: Classified Personnel Salaries Music Coaches	
Amount	4000	2400	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for site activities director	1000-1999: Certificated Personnel Salaries Cheer coaches	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: SWD
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
D. Services will be provided to meet the emotional, behavioral and mental needs of students. 1. School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. 2. School psychologists also provides counseling on death of a family member, bullying, school anxiety and social issues. 3. Study Study Team Process in employed for students who are struggling academic due to emotional, social, mental, and/or academic challenges. 4. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support 5. Library hours to support alternate locations on campus for students.	D. Services will be provided to meet the emotional, behavioral and mental needs of students. 1. School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. 2. School psychologists also provides counseling on death of a family member, bullying, school anxiety and social issues. 3. Study Study Team Process in employed for students who are struggling academic due to emotional, social, mental, and/or academic challenges. 4. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support 5. Library hours to support alternate locations on campus for students.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12000	17680	
Source	Base	Base	
Budget Reference	2000-2999: Classified Personnel Salaries School library clerk - part time	2000-2999: Classified Personnel Salaries School library clerk - part time	

Amount	6000	8000	
Source	Supplemental	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures An additional 6 hours of counseling through AVCS provided by site.	1 day paid by site and 1 day paid by HSC Counseling through AVCS	
Amount	6000		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 6 additional hours of counseling is funded by Xilinx grant.	IST - Student Study Team Costs incurred through regular salaries	
Amount	2000		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures IST - Student Study Team	CICO Process Costs incurred through regular salaries	
Amount	1000		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures CICO Process		

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
E. Staff will survey on school safety and climate. 1. Staff will establish a student survey on school safety and climate using the Healthy Kids survey. 2. Staff will survey parents on school safety and climate.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	250		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures Healthy Kids Survey will be administered via online.		

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

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.

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.

2018-19 Actions/Services

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.

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.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5000	
Source	Base	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Ensure sufficient supervision during recesses (increased supervision assigned as needed).	1000-1999: Certificated Personnel Salaries Ensure sufficient supervision and activities coordination during recesses (increased supervision assigned as needed).	
Amount	25000	20000	
Source	Base	Other	
Budget Reference	2000-2999: Classified Personnel Salaries Noon Duty Supervision	2000-2999: Classified Personnel Salaries Noon Duty Supervision	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

1. Parents request that there is a need for more communication and information about Common Core
2. Parents request that there is a need to provide communication about student's progress
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

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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Participation has not been formally measured in the past. 2. Home and School Club tracking not currently available. ELAC has 8 regular members attending all meetings. SSC attendance has been limited to members of the committee. 3. Translation has been available for all requested meetings through on site personnel or through district provided phone service. Publicizing this resource is needed.	1. Participation has not been formally measured in the past. 2. Home and School Club tracking not currently available. ELAC has 8 regular members attending all meetings. SSC attendance has been limited to members of the committee. 3. Translation has been available for all requested meetings through on site personnel or through district provided phone service. Publicizing this resource is needed.	1. Increased participation/attendance in school events, activities, teams and functions 2. 15% increase in parent involvement in school committees 3. Increase in translation services of English Learner parents 4. Increased attention to communication: weekly newsletter, school web site, etc...		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Students with Disabilities [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A. Staff will provide multiple opportunities to parents to provide input to programs and progress. 1. Staff will establish communication protocols to utilize media sources, i.e. school newsletters, School Messenger, school website. Communication will also be provided in multiple languages, especially Spanish. 2. Implement Parent Information events and activities (i.e., Principal Coffees, Open House, Back to School, Family Curriculum Nights, Middle School Orientation, etc.)	A. Staff will provide multiple opportunities to parents to provide input to programs and progress. 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. 2. Implement Parent Information events and activities (i.e., Showcase Night, Open House, Back to School, Family Curriculum Nights, Middle School Orientation, etc.)	

3. Provide Parent Translation Services for meetings, i.e. IEPs, SSTs, Parent-Teacher Conferences, ELAC and DELAC meetings. Staff will develop a process for translators to be certified and that the services are appropriate in the educational setting. 4. Through written communication, staff will keep parents informed on academic programs and curriculum 5. Staff will conduct a comprehensive annual survey to garner input from parents and community members. 6. Student academic progress will be sent home through traditional mailings to ensure all parents are aware of achievement levels and needs.	3. Provide Parent Translation Services for meetings, i.e. IEPs, SSTs, Parent-Teacher Conferences, ELAC and DELAC meetings. 4. Through written communication, staff will keep parents informed on academic programs and curriculum 5. Staff will conduct a comprehensive annual survey to garner input from parents and community members. 6. Student academic progress will be sent home through traditional mailings to ensure all parents are aware of achievement levels and needs.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1000	
Source	Title I	Title I	
Budget Reference	5000-5999: Services And Other Operating Expenditures Communication and translation/interpreter services as needed.	2000-2999: Classified Personnel Salaries Communication and translation/interpreter services as needed.	
Amount	1000	1000	
Source	Base	Base	
Budget Reference	4000-4999: Books And Supplies These events may include but are not limit to: Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, other.	4000-4999: Books And Supplies Host parent events including but not limit to: Showcase Night, Open House, Back to School, Concerts, Math Nights, other.	

Amount	1000		1000
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures Community Survey will be administered through SchoolMessenger. This cost will be funded by the district.	Community Survey will be administered through Blackboard Connect. This cost will be funded by the district.	
Amount	3000	1000	
Source	Title I	Title I	
Budget Reference	5000-5999: Services And Other Operating Expenditures Title I Parent Information Night	5000-5999: Services And Other Operating Expenditures Title I Parent Information Night	
Amount	2000	3000	
Source	Base	Base	
Budget Reference	5900: Communications Costs for grade report mailings	5900: Communications Costs for grade report and registration mailings	
Amount	2000	2000	
Source	Base	Base	
Budget Reference	7000-7439: Other Outgo Provide BBQ for families served by Price staff at Open House	7000-7439: Other Outgo Provide BBQ for families served by Price staff at Open House	
Amount	1400		
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for site web site maintenance.		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
B. Staff will maintain standing committees in which information is provided and ideas sought concerning the school. 1. Home & School Club. Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students. 2. English Learner Advisory Committee. 3. School Site Council 4. District Committees: District Advisory Committee, District English Learner		

Advisory Committee, Home & School Club President meetings with the Superintendent 5. Increase parent participation on ELAC, Home & School Club, DAC and DELAC Committees.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500		
Source	Base		
Budget Reference	4000-4999: Books And Supplies Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students.		
Amount	1000		
Source	Base		
Budget Reference	4000-4999: Books And Supplies Parent Coffees, SSC & ELAC Meetings Materials & Supplies.		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

C. Volunteer opportunities and parent support trainings will be established to help parents partner in their child's education.

1. Increase parent involvement opportunities on campus.
3. Increase parent participation on district and school committees.
4. Increase diversity on district and school committees.
5. Increase college resources for students and parents, i.e., staff will plan a College Day or Week

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000		
Source	Title I		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Site will provide curriculum nights to support parents understanding of instructional practices and increase parent involvement on committees and in the classrooms with training.		

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$	%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$162000.00	3.06%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

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, number of new teachers at the site, and if the district moves ahead with materials adoption, to site 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 and 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 includes 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 26% of our student population resulting in a 4.19% increase in supplemental funding and supports.

Services and monitoring by site TOSA 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.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.
* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

> **For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds
> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	470,850.00	334,730.00	466,350.00	365,040.00	0.00	831,390.00
	11,000.00	7,000.00	11,000.00	0.00	0.00	11,000.00
Base	266,850.00	185,530.00	262,350.00	136,090.00	0.00	398,440.00
Other	0.00	0.00	0.00	20,000.00	0.00	20,000.00
Supplemental	170,500.00	100,400.00	170,500.00	165,450.00	0.00	335,950.00
Title I	22,500.00	41,800.00	22,500.00	43,500.00	0.00	66,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	470,850.00	334,730.00	466,350.00	365,040.00	0.00	831,390.00
	0.00	0.00	0.00	8,000.00	0.00	8,000.00
1000-1999: Certificated Personnel Salaries	195,700.00	150,850.00	193,700.00	166,610.00	0.00	360,310.00
2000-2999: Classified Personnel Salaries	78,000.00	56,980.00	75,500.00	61,930.00	0.00	137,430.00
4000-4999: Books And Supplies	152,200.00	114,200.00	152,200.00	91,000.00	0.00	243,200.00
5000-5999: Services And Other Operating Expenditures	21,950.00	1,500.00	21,950.00	1,000.00	0.00	22,950.00
5800: Professional/Consulting Services And Operating Expenditures	19,000.00	6,200.00	19,000.00	1,500.00	0.00	20,500.00
5900: Communications	2,000.00	3,000.00	2,000.00	3,000.00	0.00	5,000.00
6000-6999: Capital Outlay	0.00	0.00	0.00	30,000.00	0.00	30,000.00
7000-7439: Other Outgo	2,000.00	2,000.00	2,000.00	2,000.00	0.00	4,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	470,850.00	334,730.00	466,350.00	365,040.00	0.00	831,390.00
	Supplemental	0.00	0.00	0.00	8,000.00	0.00	8,000.00
1000-1999: Certificated Personnel Salaries	Base	114,200.00	45,150.00	112,200.00	23,410.00	0.00	135,610.00
1000-1999: Certificated Personnel Salaries	Supplemental	81,500.00	75,700.00	81,500.00	111,200.00	0.00	192,700.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	30,000.00	0.00	32,000.00	0.00	32,000.00
2000-2999: Classified Personnel Salaries	Base	39,500.00	45,680.00	37,000.00	26,180.00	0.00	63,180.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	20,000.00	0.00	20,000.00
2000-2999: Classified Personnel Salaries	Supplemental	22,500.00	0.00	22,500.00	6,750.00	0.00	29,250.00
2000-2999: Classified Personnel Salaries	Title I	16,000.00	11,300.00	16,000.00	9,000.00	0.00	25,000.00
4000-4999: Books And Supplies	Base	91,700.00	90,700.00	91,700.00	51,500.00	0.00	143,200.00
4000-4999: Books And Supplies	Supplemental	60,500.00	23,500.00	60,500.00	39,500.00	0.00	100,000.00
5000-5999: Services And Other Operating Expenditures	Base	17,450.00	1,000.00	17,450.00	0.00	0.00	17,450.00
5000-5999: Services And Other Operating Expenditures	Title I	4,500.00	500.00	4,500.00	1,000.00	0.00	5,500.00
5800: Professional/Consulting Services And Operating Expenditures		11,000.00	5,000.00	11,000.00	0.00	0.00	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	6,000.00	1,200.00	6,000.00	0.00	0.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00	0.00	2,000.00	1,500.00	0.00	3,500.00
5900: Communications	Base	2,000.00	3,000.00	2,000.00	3,000.00	0.00	5,000.00
6000-6999: Capital Outlay	Base	0.00	0.00	0.00	30,000.00	0.00	30,000.00

	Total Expenditures by Object Type and Funding Source						
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
7000-7439: Other Outgo		0.00	2,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Base	2,000.00	0.00	2,000.00	2,000.00	0.00	4,000.00

* Totals based on expenditure amounts in goal and annual update sections.

			Total Expenditures by Goal			
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	313,100.00	245,000.00	313,100.00	250,800.00	0.00	563,900.00
Goal 2	1,200.00	1,500.00	1,200.00	13,150.00	0.00	14,350.00
Goal 3	138,650.00	76,530.00	136,650.00	93,090.00	0.00	229,740.00
Goal 4	17,900.00	11,700.00	15,400.00	8,000.00	0.00	23,400.00
Goal 5			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.