



Ida Price Middle School

Charter #575 Petition Renewal

Renewal Term: July 1, 2018 - June 30, 2023

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www.cambriansd.org/Price/

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I. AFFIRMATION AND ASSURANCES

As the authorized lead petitioner, I, Dr. Carrie Andrews, hereby certify that the information submitted in this application for the renewal of a dependent California public charter school named Ida Price Middle School is located within the Cambrian School District boundaries and is authorized by the Cambrian School District Board of Education. It is true to the best of my knowledge and belief, that this petition for renewal does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, Price Middle School will follow all federal, state, local laws and regulations that apply to Price including but not limited to:

- Price will operate as a dependent charter school, following all of Cambrian School District Board Policies and Procedures.
- Price will operate with limited independence from the Education Code in regards to offering attendance options for individuals living outside the district's attendance boundaries who want to continue or begin their 6-8 grade education at Price Middle School.
- The school will pursue the mission and vision of the Cambrian School District and the Price commitment to excellence as described in the District's Mission and Vision Statements.
- The school will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Price Middle School encourages parental involvement and parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. [Ref. Education Code Section 47605(n)]
- The school shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- The school shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C) and Education Code Section (l)]
- The school shall at all times maintain all necessary and appropriate insurance coverage of school facilities, school personnel and District liability claims of all current and future policies.
- Price Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The school shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The school shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The school shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Price shall offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a) (1) for each fiscal year.
- The school shall, on a regular basis, consult with its parents and teachers regarding the School's education programs. [Ref. Education Code Section 47605(c)(2)]
- Price Middle School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The school shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.
- The school shall comply with the Public Records Act.
- The school shall comply with the Family Educational Rights and Privacy Act.
- The school shall meet or exceed the legally required minimum number of school days as set forth by Cambrian School District. [Ref. Title 5 California Code of Regulations Section 11960]
- The school shall comply with all current and future contracts agreed upon between the Cambrian School District, Cambrian District Teachers' Association (CDTA) and California School Employees Association (CSEA) Local Chapter 641 in accordance with the Educational Employment Relations Act (EERA)

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for Ida Price Middle School located in the Cambrian School District boundaries is true to the best of my knowledge and belief; I further understand that if renewed, the school will comply with all assurances listed above.

Dr. Carrie Andrews

Dr. Carrie Andrews
Cambrian School District Superintendent

6.8.18

Date

II. EXECUTIVE SUMMARY

Price Middle School serves approximately 1027 students and is a neighborhood school that offers students the promise of an exceptional education in grades sixth through eighth. In May of 2003, Price Middle School was voted on and approved to become a dependent charter public school by the school site and the Governing Board. The renewal of the dependent neighborhood charter public school will continue to offer the Price community flexibility in the area of enrollment of students. Currently, Price Middle School enrolls over 16% of its students from outside the Cambrian School District boundaries which allows options for individuals living outside the District's attendance boundaries to be educated at Price Middle School if they choose.

Statement of Operations

Price Middle School will continue its current operational relationship with the district in all of the following ways:

- Governance by the Cambrian School District Board of Education
- Maintenance and insurance of school facilities
- Changes, additions or alterations to the facilities
- Maintenance of the non-instructional operations
- Insurance of school personnel and district against liability claims of all current and future district policies
- All current and future contracts agreed upon between the Cambrian School District, Cambrian District Teachers' Association (CDTA) and California School Employees Association (CSEA) Local Chapter 641 in accordance with the Educational Employment Relations Act
- All operations currently in place with other neighborhood schools in the district

Student Demographics

	Hispanic/ Latino	Asian	African American	Pacific Islander	American Indian/Alaskan Native	White	Filipino	Other
Price	235	209	40	8	10	483	25	17
District	765	615	134	22	27	1635	94	330

	Total Students	Economically Disadvantaged	Homeless	Foster Youth	Special Education	English Learners
Price	1027	216	2	0	127	90
District	3625	656	10	3	482	483

PowerSchool & CALPADS March 2018

III. EDUCATIONAL PHILOSOPHY AND PROGRAM

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

-CA Education Code 47605 (b)(5)(A)(i)

Ida Price Charter Middle School will subscribe to the Mission Statement of the Cambrian School District.

Cambrian School District Mission Statement:

Cambrian School District, a caring and collaborative community, develops creative and critical thinkers who communicate effectively, value diversity and are ready to excel in a global society.

Cambrian School District Vision Statement:

The Cambrian School District will be known for its creativity, innovation, academic excellence and maintaining a strong focus on educating the whole child. Our schools will provide a safe, supportive environment for all students. Collaboration of all stakeholders will be at the center of what we do, keeping us focused on a path of continuous improvement.

Our actively engaged students will take control of their education as they are challenged to reach their personal goals and push themselves to new levels of growth and achievement. A rigorous, hands-on curriculum will advance critical thinking and problem solving skills. The application of 21st century skills through a variety of authentic learning opportunities will create students who can adapt to the academic, professional and social demands of the future. Full access to dynamic and sustainable technology will support our e-learners on their diverse educational journeys.

Our amazing team of highly-trained educators and classified staff are supported by a collaborative community of parents, volunteers and business partners who share a commitment to meeting the needs of all students. Through strategic, forward-thinking professional development, staff will continuously hone their craft as they develop and deliver a powerful curriculum that engages all students.

As the heart and soul of the Cambrian community, our district will explore infinite possibilities for learning as we prepare our students to become global citizens and leaders who rise to the challenges of their exciting, diverse, and ever-changing world.

Cambrian School District Beliefs:

We believe in...

- Valuing and teaching the whole child
- Preparing all Cambrian students to be successful in addressing the challenges of the 21st century as global citizens
- Honoring and encouraging the strengths of every child
- Fostering a strong sense of community and creating a safe, orderly learning environment for all
- Academic excellence that is built through collaboration and teamwork

Ida Price Middle School Mission Statement:

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.

Ida Price Middle School Vision Statement:

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.

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. -CA Education Code 47605 (b)(5)(A)(ii)

Annual Goals:

To achieve educational excellence, Price Charter Middle School consistently evaluates its academic program to ensure that the needs of all students are being met and continues to follow the Cambrian District's Strategic Plan requirements to develop and implement a Local Control Accountability Plan.

Price Middle School's four guiding goals are:

- Price Middle School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, and Special Education) while preparing them for the 21st century college and career readiness.
- Price Middle school with support from the Cambrian School District will provide high quality staff through recruitment, retention and professional development so every student thrives.
- Price Middle School will provide a supportive, orderly and purposeful environment so that student can teacher their full academic potential.
- 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.

LCAP Price 2017-18

Price redesigned the master schedule to better meet the needs all students, including at risk, low-income, English Learners, and foster youth students. A collaborative team structure has been implemented to ensure that all curricular areas are connected. Programs highlights include: intervention opportunities, school-wide Illuminate and MARS assessments, Writer's Workshop, diverse elective offerings, and accelerated classes in math and language arts for 7th and 8th grade students and implementation of Next Generation Science Standards.

Through a myriad of academic, curricular and extra-curricular programs, Price Charter Middle School continues to develop responsible global citizens who are prepared to meet challenges of the future. Price students are engaged in active learning opportunities, use collaborative strategies to problem-solve and be creative. Parents, businesses, and community groups all play an integral role in instilling responsibility into our students. To address students' different learning styles, Price teachers employ differentiated instruction that focuses professional development in writing across the curriculum, best practices for Common Core Standards and Next Generation Science Standards, digital citizenship, GLAD and ELD instruction. In addition, all teachers have been trained through our PBIS Program (Positive Behavioral Interventions and Support) to provide a positive and safe atmosphere on campus.

The Price community is constantly evolving. Through extensive staff development programs and with the help of advanced technology such as mobile computer carts, iPads and other technology, Price staff members continue to develop and implement programs that enhance student learning and success. The strength of our program is our commitment and focus on the whole child. All children can learn and succeed. All children are deserving of respect. All children have a shared responsibility for their education, and can develop into responsible, productive, global citizens. Price offers engaging, relevant and beneficial programs to all of its students. Graduation from Price prepares students for successful high school experiences and post-secondary options of fulfilling employment or admission to institutions of higher education. This commitment is made with the understanding that an education is a shared responsibility of the public schools, parents, community and the individual learners to lead to success in the 21st century.

Curriculum and Instructional Design:

Price Middle School utilizes instructional materials adopted by the Cambrian school District and follow the Common Core State Standards. Instructional strategies and structures implemented provide support for all ability levels; special needs, English Language Learners and students who are academically high achieving.

- Plan for students who are academically low achieving:
 - Using flexible small groups in the classroom, tutoring, and differentiated instruction in all classes
 - Academic Skills Development classes are provided for math and language arts support
 - Study Strategies support classes
- Plan for students who are academically high achieving:
 - Differentiated instruction, flexible small groups, accelerated math and language arts classes for 7th and 8th grade students
- Plan for English Learners:
 - EL classes that provide daily English Language Development, differentiated instruction, flexible small groups, and tutoring
- Plan for Special Education:
 - If students attending Price Middle School qualify for special education funds, then the Cambrian School District shall treat Price students as it treats other Cambrian School District students
 - In terms of Special Day classes, resource specialist services and speech services, the charter school will follow all current and future district regulations, practices and policies

IV. Measurable Student Outcomes

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's education program. -CA Education Code 47605 (b)(5)(B)

Price Middle School will be held accountable for all learners meeting the measures of success as set forth in the Local Control Accountability Plan goals of the school and the District. Students will meet the statewide performance standards developed by the California Department of Education as evidenced by use of multiple measures. These standards include the subject areas of language arts, mathematics, science, social studies, electives and physical education. All students will participate in state-mandated assessments and district-mandated assessments.

*The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
-CA Code Section 47605(b)(5)(C)*

Student progress will be objectively measured by the annual statewide assessments as determined by the State of California and by formative and summative district assessments. Student report cards will be aligned to the same schedule adopted by the Cambrian School District.

Progress will also be measured by teachers in the traditional methods, such as individual work, projects, tests, benchmark assessments, and exams. Progress will be communicated throughout the year with parents and children through distribution of quarterly progress reports and report cards, as well as through a web-based program which allows parents to access grades on a regular basis.

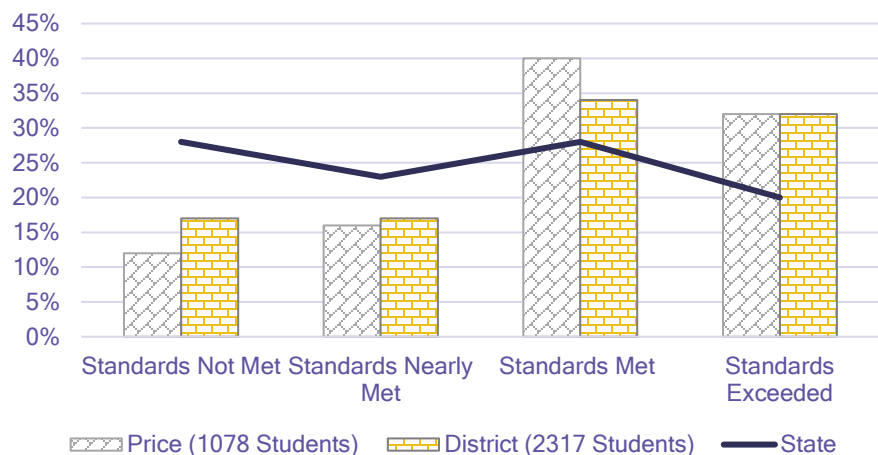
Measurable Outcomes for Charter Renewal:

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

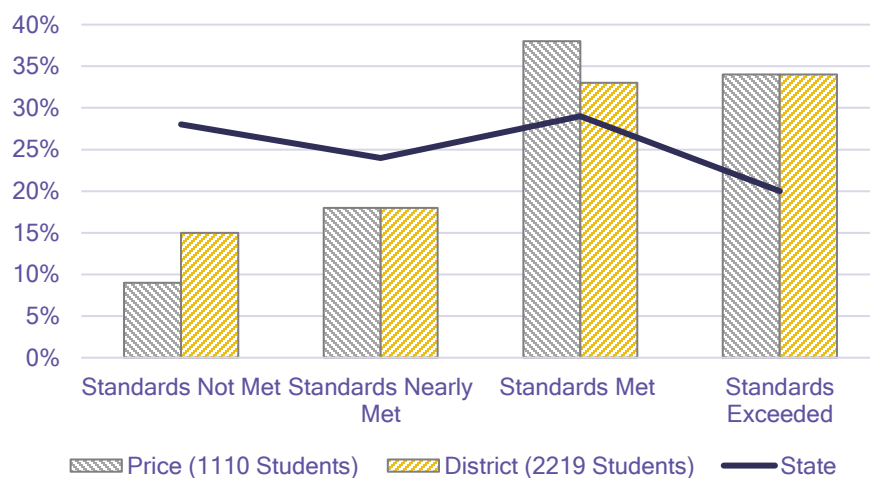
Price continues to exceed State levels and remains in line with District levels with respect to the Smarter Balance Accountability System and California Dashboard Report.

English Language Arts: Smarter Balanced Assessment Results

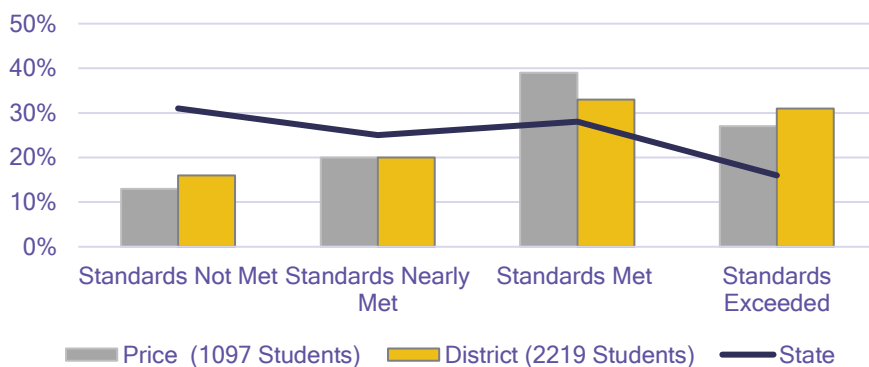
2017: 6th-8th Grade Students



2016: 6th-8th Grade Students

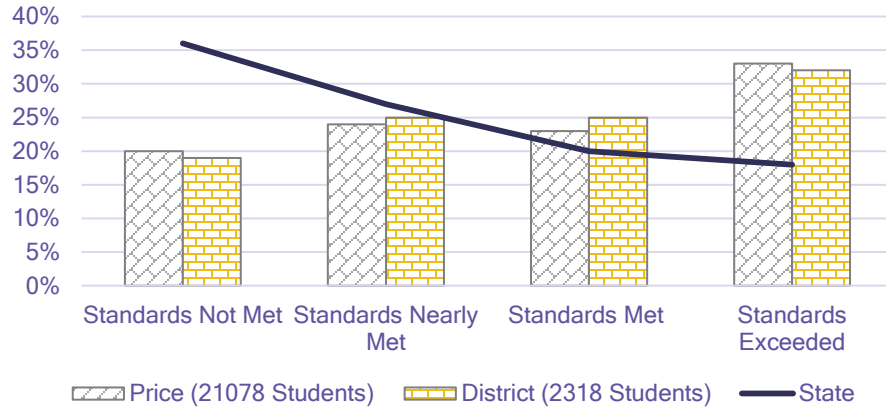


2015: 6th-8th Grade Students

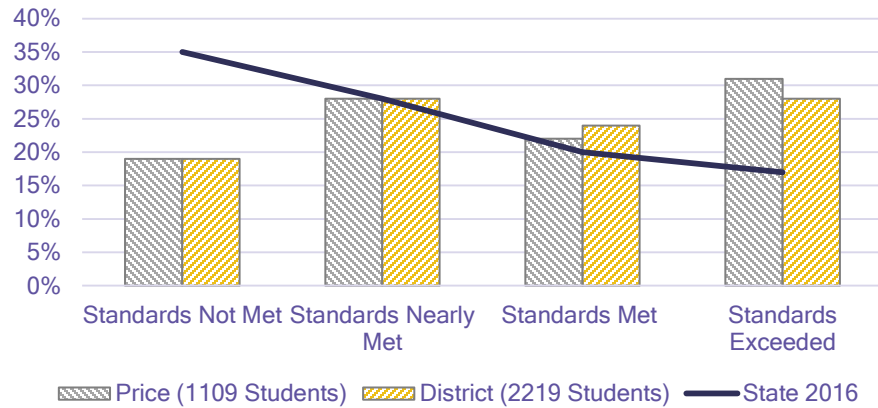


Mathematics: Smarter Balanced Assessment Results

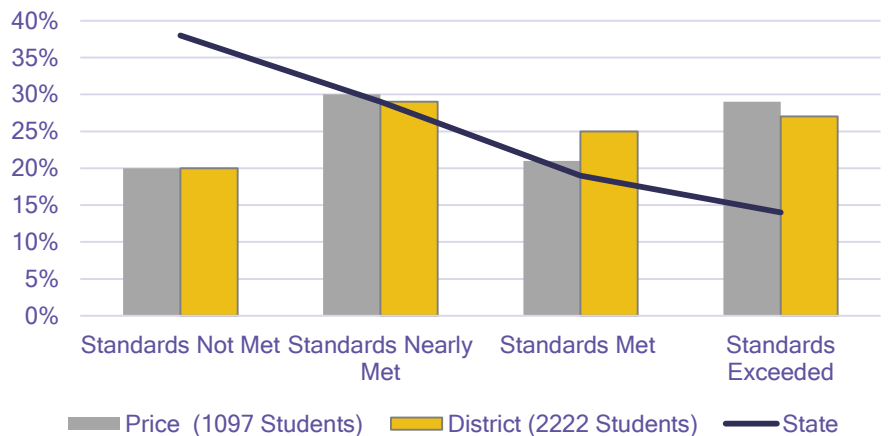
2017: 6th-8th Grade Students



2016: 6th-8th Grade Students



2015: 6th-8th Grade Students



California School Dashboard Results

Spring 2017

Price Charter Middle - Santa Clara County

Enrollment: 1,115 Socioeconomically Disadvantaged: 18% English Learners: 11% Foster Youth: 0%

Grade Span: 6-8 Charter School: Yes

Dashboard Release:

Spring 2017






Equity Report

Status and Change Report

Detailed Report

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		8	0
<u>English Learner Progress (1-12)</u>		1	1
<u>English Language Arts (3-8)</u>		8	0
<u>Mathematics (3-8)</u>		8	4

Fall 2017

Price Charter Middle - Santa Clara County

Enrollment: 1,088 Socioeconomically Disadvantaged: 18.8% English Learners: 6.1% Foster Youth: 0.1%

Grade Span: 6-8 Charter School: Yes

Dashboard Release:

Fall 2017






Equity Report

Status and Change Report

Detailed Report

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		8	3
<u>English Learner Progress (1-12)</u>		1	1
<u>English Language Arts (3-8)</u>		7	2
<u>Mathematics (3-8)</u>		7	1

Performance Levels:



Red (Lowest Performance)



Orange



Yellow



Green



Blue (Highest Performance)

V. Governance Structure

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. -CA Code Section 47605(b)(5)(D)

Ida Price Middle School is a dependent, neighborhood charter school governed by the Cambrian School District Board of Trustees.

On-site decisions regarding a process for insuring parent involvement and budgeting of AB544 funding and any other money allocated from the state for the charter school, including grants, will be by consensus among certificated staff utilizing an established Leadership Team. If consensus cannot be reached, a decision will be made by a 60 percent majority vote of certificated staff. Any changes to this charter petition itself shall be brought to the Leadership Team for discussion and further action. An amendment must then be approved by this same process - consensus of certificated staff, or a 60 percent vote of certificated staff, in the event consensus cannot be reached.

Membership:

Site level governance is performed by a Leadership Team and Principal. The Leadership Team consists of staff members representing the various teaching disciplines and school responsibilities.

Meetings:

The Price Leadership Team shall meet on a quarterly basis.

The governing bodies shall be subject to the Ralph M. Brown Act, California Government Code Section 54950, et seq.

VI. Student Admissions

*Admission policies and procedures, consistent with subdivision.
-CA Education Code 47605 (b)(5)(H)*

There are no admission requirements for Price Middle School.

*A charter school shall admit all pupils who wish to attend the charter school.
-CA Education Code 47605 (d)(2)(A)*

Price Middle School will admit pupils who wish to attend the school if there is space. In accordance with the law, preference shall be given to students who reside within the schools attendance area, siblings of students currently attending and students with resident status.

If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. -CA Education Code 47605 (d)(2)(B)

Price Middle School will follow Cambrian School District policies and procedures used for admitting students.

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. -CA Education Code 47605 (b)(5)(G)

Price Charter Middle School is a dependent, conversion charter that shall be nonsectarian in its programs, admission policies, employment practices and all other operations. It shall not charge tuition and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, socioeconomic status or disability.

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. -CA Education Code 47605 (b)(5)(L)

The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school. -CA Education Code 47605 (f)

The Cambrian School District Governing Board shall not require any pupil residing in the school district to attend Price Charter Middle School. The Cambrian School District shall follow the Cambrian District Interdistrict Policy and Procedure 5117 and Education Codes 46600-46611 in regard to granting Interdistrict transfers for students not wishing to attend the school.

Price Middle School Administration will consult with the Cambrian District regarding the number of students admitted to the school based on existing policies and procedures. The enrollment capacity will be established annually and be consistent with state law and in agreement with CDTA contract.

VII. Student Withdraw, Suspension and Expulsion

The procedures by which pupils can be suspended or expelled. -CA Education Code 47605 (b)(5)(J)

Students shall be suspended or expelled for actions for which they could be suspended or expelled from the Cambrian School District as defined by Cambrian Plan for Expelled Youth 2018-21 and the Education Code Sections 48900 to 48926. The due process mandated for school districts therein will be followed at Price Charter Middle School.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupils last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

-CA Education Code 47605 (d)(3)

Price Middle School will comply with Education Code Section 48200 if an out of district student is expelled or leaves the charter school without graduating or completing the school year for any reason.

VIII. Financial Planning, Reporting and Accountability

As a dependent Charter School, Price Middle School will continue to be funded through the Cambrian School District using the Local Control Funding Formula. The budget will be based on average daily attendance. The Cambrian School District oversees and disperses all monies to Price Middle School. All insurance (e.g., general liability, workers compensation), business and administrative services will be provided by the Cambrian School District.

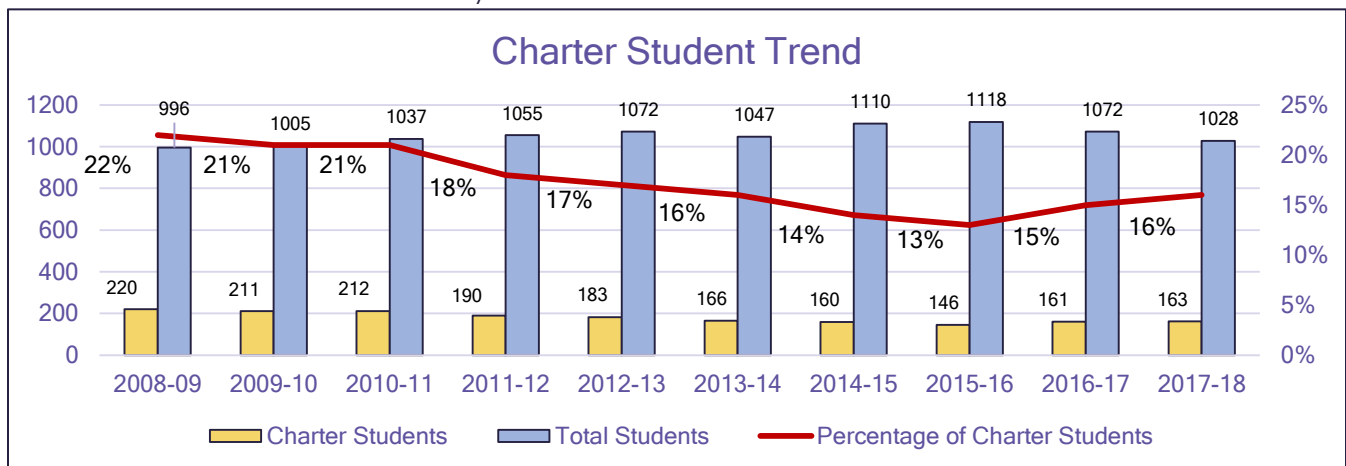
The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. -CA Education Code 47605 (b)(5)(I)

The school will participate in the district's annual audit. Exceptions and deficiencies so noted will be addressed promptly, as per policies and procedures established by the Cambrian School District Board of Education.

A charter school shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020. -CA Education Code 47605 (m)

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. -CA Education Code 47605 (g)

As a dependent charter, Price Middle School will continue to have minimal additional impact on the Cambrian School District for facilities needs, administrative services and potential civil liability effects. Price Middle School will continue to follow District requirements regarding the Local Educational Agency Plan, and the Local Control Accountability Plans.



IX. Personnel

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. -CA Education Code 47605 (b)(6)

All employees of Ida Price Middle School will be employees of the Cambrian School District.

*The qualifications to be met by individuals to be employed by the school.
-CA Education Code 47605 (b)(5)(E)*

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses. -CA Education Code 47605 (I)

Teachers at Ida Price Middle School shall be required to hold appropriate teacher credentials as stated by the Commission on Teacher Credentials, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As the California Department of Education and the Commission for Teacher Credentialing provide interpretations for the requirements for non-core subjects those interpretations will be followed and submitted to the Cambrian School District Board of Education for approval.

*The manner by which staff members of the charter schools will be covered by the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.
- CA Education Code 47605 (b)(5)(K)*

Ida Price Middle School staff will retain its current relationships with the Cambrian School District, the Cambrian Teachers' Association (CDTA) and the California School Employees' Association (CSEA) for purposes of determining salaries and benefits for employees provided under existing master agreements.

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. -CA Education Code 47605 (b)(5)(F)

Price Charter Middle School shall comply with all the provisions and procedures of Education Code 44237, including the requirement, that as a condition of employment each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB tests.

The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. -CA Education Code 47605 (b)(5)(M)

All current and new employees at Price Charter Middle School will be employees of the Cambrian School District and all rights of permanent status and transfers shall be the same as those used by the district and outlined in the CDTA and CSEA collective bargaining agreements in accordance with the EERA. In addition, all Education Code rights and responsibilities and any other statutory provisions shall remain in effect.

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. -CA Education Code 47605 (b)(5)(N)

There are no special provisions for dispute resolution in this charter. As a dependent charter, existing policies, practices and education and government code shall remain intact. Specific provisions within the existing CDTA and CSEA for constituent complaint policy, collective bargaining, and grievance procedures will remain applicable.

The governing board of a school district shall not require any employee of the school district to be employed in a charter school. -CA Education Code 47605 (e)

Cambrian School District will utilize existing policies and collective bargaining agreements to address staff members currently assigned to Price and for those who do not wish to continue at the school under the charter status.

X. Charter Closure

A charter school may close voluntarily, through non-renewal, or through revocation.

On an annual basis, if 51 percent or more of the permanent status teachers currently employed at Price Charter Middle School choose to revoke charter status by January 15th of any school year, then the Cambrian School District Board of Education shall agree to revoke the charter and return the school to non-charter status the next school year.

The Cambrian School District Board of Education may revoke the charter as described in Section 47607 of Assembly Bill 544.

The closure procedure to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

-CA Education Code 47605 (b)(5)(O)

The process for charter school closure will follow the California State Department of Education recommended process. This process will include an official action by the Cambrian School District Governing Board effective at the end of an academic year, notifying the Charter Schools Unit of the California Department of Education, parents, and the Santa Clara Office of Education. The Cambrian School District will maintain all student and school records as required by law for the Charter. After its closeout, the school will have an audit to determine any financial responsibilities which will be borne by the Cambrian School District. As a dependent conversion charter school, the assets and liabilities will remain part of the Cambrian School District.

XI. Miscellaneous

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect.

EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100] (*Title 2 enacted by Stats. 1976, Ch. 1010.*)

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 64100] (*Division 4 enacted by Stats. 1976, Ch. 1010.*)

PART 26.8. CHARTER SCHOOLS [47600 - 47664] (*Part 26.8 added by Stats. 1992, Ch. 781, Sec. 1.*)

CHAPTER 2. Establishment of Charter Schools [47605 - 47608] (*Chapter 2 added by Stats. 1992, Ch. 781, Sec. 1.*)

47605. (1) Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:

(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation.

(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.

(2) A petition that proposes to convert an existing public school to a charter school that would not be eligible for a loan pursuant to subdivision (c) of Section 41365 may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after the petition is signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.

(3) A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

(4) After receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter and shall notify the authority that granted its charter of those additional locations. The authority that granted its charter shall consider whether to approve those additional locations at an open, public meeting. If the additional locations are approved, there shall be a material revision to the charter school's charter.

(5) A charter school that is unable to locate within the jurisdiction of the chartering school district may establish one site outside the boundaries of the school district, but within the county in which that school district is located, if the school district within the jurisdiction of which the charter school proposes to operate is notified in advance of the charter petition approval, the county superintendent of schools and the Superintendent are notified of the location of the charter school before it commences operations, and either of the following circumstances exists:

(A) The school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the school chooses to locate.

(B) The site is needed for temporary use during a construction or expansion project.

(6) Commencing January 1, 2003, a petition to establish a charter school may not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following:

(A) (i) The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

(iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.

(B) The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

(D) The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

(E) The qualifications to be met by individuals to be employed by the charter school.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(G) The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

(H) Admission policies and procedures, consistent with subdivision (d).

(I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

(J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

(M) The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

(N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

(O) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

(c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

(2) Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the charter school's educational programs.

(d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(e) The governing board of a school district shall not require an employee of the school district to be employed in a charter school.

(f) The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school.

(g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

(h) In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032, as that section read before July 19, 2006.

(i) Upon the approval of the petition by the governing board of the school district, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the applicable county superintendent of schools, the department, and the state board.

(j) (1) If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education. The county board of education shall review the petition pursuant to subdivision (b). If the petitioner elects to submit a petition for establishment of a charter school to the county board of education and the county board of education denies the petition, the petitioner may file a petition for establishment of a charter school with the state board, and the state board may approve the petition, in accordance with subdivision (b). A charter school that receives approval of its petition from a county board of education or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the entity to which it originally submitted its petition. A charter petition that is submitted to either a county board of education or to the state board shall meet all otherwise applicable petition requirements, including the identification of the proposed site or sites where the charter school will operate.

(2) In assuming its role as a chartering agency, the state board shall develop criteria to be used for the review and approval of charter school petitions presented to the state board. The criteria shall address all elements required for charter approval, as identified in subdivision (b), and shall define “reasonably comprehensive,” as used in paragraph (5) of subdivision (b), in a way that is consistent with the intent of this part. Upon satisfactory completion of the criteria, the state board shall adopt the criteria on or before June 30, 2001.

(3) A charter school for which a charter is granted by either the county board of education or the state board based on an appeal pursuant to this subdivision shall qualify fully as a charter school for all funding and other purposes of this part.

(4) If either the county board of education or the state board fails to act on a petition within 120 days of receipt, the decision of the governing board of the school district to deny the petition shall be subject to judicial review.

(5) The state board shall adopt regulations implementing this subdivision.

(6) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the department and the state board.

(k) (1) The state board may, by mutual agreement, designate its supervisory and oversight responsibilities for a charter school approved by the state board to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition.

(2) The designated local educational agency shall have all monitoring and supervising authority of a chartering agency, including, but not limited to, powers and duties set forth in Section 47607, except the power of revocation, which shall remain with the state board.

(3) A charter school that is granted its charter through an appeal to the state board and elects to seek renewal of its charter shall, before expiration of the charter, submit its petition for renewal to the governing board of the school district that initially denied the charter. If the governing board of the school district denies the charter school’s petition for renewal, the charter school may petition the state board for renewal of its charter.

(l) Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

(m) A charter school shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

(n) A charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

(Amended by Stats. 2017, Ch. 760, Sec. 2.5. (AB 1360) Effective January 1, 2018.)

Appendix B

EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100] (*Title 2 enacted by Stats. 1976, Ch. 1010.*)

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 64100] (*Division 4 enacted by Stats. 1976, Ch. 1010.*)

PART 26.8. CHARTER SCHOOLS [47600 - 47664] (*Part 26.8 added by Stats. 1992, Ch. 781, Sec. 1.*)

CHAPTER 2. Establishment of Charter Schools [47605 - 47608] (*Chapter 2 added by Stats. 1992, Ch. 781, Sec. 1.*)

47607. (a) (1) A charter may be granted pursuant to Sections 47605, 47605.5, and 47606 for a period not to exceed five years. A charter granted by a school district governing board, a county board of education, or the state board may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

(2) Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

(3) (A) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.

(B) For purposes of this section, “all groups of pupils served by the charter school” means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.

(b) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(B) The determination made pursuant to this paragraph shall be based upon all of the following:

(i) Documented and clear and convincing data.

(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools.

(iii) Information submitted by the charter school.

(C) A chartering authority shall submit to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.

(D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

(c) (1) A charter may be revoked by the authority that granted the charter under this chapter if the authority finds, through a showing of substantial evidence, that the charter school did any of the following:

(A) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(B) Failed to meet or pursue any of the pupil outcomes identified in the charter.

(C) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

(D) Violated any provision of law.

(2) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to revoke a charter.

(d) Before revocation, the authority that granted the charter shall notify the charter school of any violation of this section and give the school a reasonable opportunity to remedy the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

(e) Before revoking a charter for failure to remedy a violation pursuant to subdivision (d), and after expiration of the school's reasonable opportunity to remedy without successfully remedying the violation, the chartering authority shall provide a written notice of intent to revoke and notice of facts in support of revocation to the charter school. No later than 30 days after providing the notice of intent to revoke a charter, the chartering authority shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, the chartering authority shall issue a final decision to revoke or decline to revoke the charter, unless the chartering authority and the charter school agree to extend the issuance of the decision by an additional 30 days. The chartering authority shall not revoke a charter, unless it makes written factual findings supported by substantial evidence, specific to the charter school, that support its findings.

(f) (1) If a school district is the chartering authority and it revokes a charter pursuant to this section, the charter school may appeal the revocation to the county board of education within 30 days following the final decision of the chartering authority.

(2) The county board of education may reverse the revocation decision if the county board of education determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence. The school district may appeal the reversal to the state board.

(3) If the county board of education does not issue a decision on the appeal within 90 days of receipt, or the county board of education upholds the revocation, the charter school may appeal the revocation to the state board.

(4) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence. The state board may uphold the revocation decision of the school district if the state board determines that the findings made by the chartering authority under subdivision (e) are supported by substantial evidence.

(g) (1) If a county office of education is the chartering authority and the county board of education revokes a charter pursuant to this section, the charter school may appeal the revocation to the state board within 30 days following the decision of the chartering authority.

(2) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence.

(h) If the revocation decision of the chartering authority is reversed on appeal, the agency that granted the charter shall continue to be regarded as the chartering authority.

(i) During the pendency of an appeal filed under this section, a charter school, whose revocation proceedings are based on subparagraph (A) or (B) of paragraph (1) of subdivision (c), shall continue to qualify as a charter school for funding and for all other purposes of this

part, and may continue to hold all existing grants, resources, and facilities, in order to ensure that the education of pupils enrolled in the school is not disrupted.

(j) Immediately following the decision of a county board of education to reverse a decision of a school district to revoke a charter, the following shall apply:

(1) The charter school shall qualify as a charter school for funding and for all other purposes of this part.

(2) The charter school may continue to hold all existing grants, resources, and facilities.

(3) Any funding, grants, resources, and facilities that had been withheld from the charter school, or that the charter school had otherwise been deprived of use, as a result of the revocation of the charter shall be immediately reinstated or returned.

(k) A final decision of a revocation or appeal of a revocation pursuant to subdivision (c) shall be reported to the chartering authority, the county board of education, and the department.

(Amended by Stats. 2012, Ch. 576, Sec. 3. (SB 1290) Effective January 1, 2013.)

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BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 1. California Department of Education

Chapter 11. Special Programs

Subchapter 19. Charter Schools

Article 2. General Provisions

5 CCR § 11966.4

§ 11966.4. Submission of a Charter School Renewal Petition to the Governing Board of a School District.

(a) A petition for renewal submitted pursuant to Education Code section 47607 shall be considered by the district governing board upon receipt of the petition with all of the requirements set forth in this subdivision:

(1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).

(2) A copy of the renewal charter petition including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.

(A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.

(b)(1) When considering a petition for renewal, the district governing board shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.

(2) The district governing board may deny a petition for renewal of a charter school only if the district governing board makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code section 47605(b) or facts to support a failure to meet one of the criteria set forth in Education Code section 47607(b).

(c) If within 60 days of its receipt of a petition for renewal, a district governing board has not made a written factual finding as mandated by Education Code section 47605(b), the absence of written factual findings shall be deemed an approval of the petition for renewal.

(1) The district governing board and charter petitioner may extend this date by an additional 30 days only by written mutual agreement.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 47605 and 47607, Education Code.

HISTORY

1. New section filed 10-24-2011; operative 11-23-2011 (Register 2011, No. 43).

2. Editorial correction of History 1 (Register 2011, No. 44).

This database is current through 5/11/18 Register 2018, No. 19

5 CCR § 11966.4, 5 CA ADC § 11966.4

END OF DOCUMENT

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Appendix D



5.6 Foster Youth Enrolled - Count

Academic Year:	2017-2018	LEA:	Cambrian	Created Date: 03-27-2018
View:	ODS	School Type:	ALL	
As Of:	3/27/2018	School:	ALL	

School Code	School Name	Grade Level	Total by Grade	Foster Placement	Foster Family Maintenance
TOTAL-Selected School(s)					
		ALL	3	3	0
6046411	Bagby Elementary				
		ALL	2	2	0
6046445	Fammatre Elementary				
		ALL	0	0	0
6046452	Farnham Charter				
		ALL	0	0	0
0000001	NPS School Group for Cambrian				

This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear on the last page of this report.

5.6 Foster Youth Enrolled - Count

0000001		ALL	1	1	0
6046486	Price Charter Middle				
		ALL	0	0	0
6046494	Sartorette Charter				
		ALL	0	0	0
0133439	Steindorf STEAM K-8 Magnet				
		ALL	0	0	0

Grade:	ALL	Ethnicity/Race:	ALL	Gender:	ALL
Title I Part C Migrant:	ALL	Gifted and Talented:	ALL	Special Education:	ALL
English Language Acquisition Status:	ALL	Enrollment Status:	ALL		

This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear on the last page of this report.

Appendix E



1.1 Enrollment - Primary Status by Subgroup

Academic Year: 2017-2018	LEA: Cambrian	Created Date: 03-27-2018
View: ODS	School Type: ALL	
As Of: 3/27/2018	School: ALL	

School Code	School Name	Primary Enrollments	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	Socio-Economically Disadvantaged
6046411	Bagby Elementary	550	83	32	0	0	73	106
6046445	Fammatre Elementary	570	77	29	0	0	109	99
6046452	Farnham Charter	526	111	59	0	0	60	86
0000001	NPS School Group for Cambrian	12	0	0	0	0	12	1
6046486	Price Charter Middle	1026	90	33	56	0	127	216
6046494	Sartorette Charter	457	98	30	0	0	63	124
0133439	Steindorf STEAM K-8 Magnet	476	24	23	19	0	38	24
TOTAL-Selected Schools		3617	483	206	75	0	482	656

Grade: ALL	Ethnicity/Race: ALL	Gender: ALL
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This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear on the last page of this report.

Appendix F

School: Ida Price Middle School Term: 17-18 Year

Enrollment Summary: Scheduling/Reporting Ethnicity as of 03/27/2018 (A)

Ida Price Middle School

View:

Scheduling/Reporting Ethnicity

Students:

☐ All Active Enrollments

☒ Current Selection

Date:

03/27/2018

Grade Level	Total in Grade	American Indian/Alaskan NTV	Chinese	Japanese	Korean	Vietnamese	Asian Indian	Laotian	Cambodian	Other Asian	Hawaiian	Guamanian	Samoan	Tahitian	Other Pacific Islander	Filipino	Hispanic/Latino	Black or Africian Amer	White (not Hispanic)	Multiple Races	Declined to state	Unclassified
6	327 166 / 161	2 1 / 1	15 6 / 9	10 5 / 5	1 1 / 0	15 9 / 6	16 11 / 5	0 0 / 0	0 0 / 0	7 2 / 5	1 0 / 1	0 0 / 0	0 0 / 0	0 0 / 0	1 0 / 1	7 5 / 2	78 37 / 41	12 9 / 3	160 79 / 81	0 0 / 0	2 1 / 1	0 0 / 0
7	335 157 / 178	4 3 / 1	24 12 / 12	13 5 / 8	6 2 / 4	8 2 / 6	12 3 / 9	1 1 / 0	1 0 / 1	7 4 / 3	1 1 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	10 6 / 4	83 41 / 42	11 6 / 5	150 69 / 81	0 0 / 0	3 1 / 2	0 0 / 0
8	365 185 / 180	4 2 / 2	23 7 / 16	19 8 / 11	10 6 / 4	12 6 / 6	6 4 / 2	1 0 / 1	0 0 / 0	2 1 / 1	1 1 / 0	2 2 / 0	1 0 / 1	0 0 / 0	0 0 / 0	8 1 / 7	74 34 / 40	17 9 / 8	173 100 / 73	0 0 / 0	12 4 / 8	0 0 / 0
Total	1027 508 / 519	10 6 / 4	62 25 / 37	42 18 / 24	17 9 / 8	35 17 / 18	34 18 / 16	2 1 / 1	1 0 / 1	16 7 / 9	3 2 / 1	2 2 / 0	2 1 / 1	0 0 / 0	1 0 / 1	25 12 / 13	235 112 / 123	40 24 / 16	483 248 / 235	0 0 / 0	17 6 / 11	0 0 / 0

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

Legend

Icons - Date Entry

School: District Office Term: 17-18 Year

Enrollment Summary:

as of 03/27/2018 ()
District Office

Grade Level	Total in Grade	American Indian/Alaskan NTV	Chinese	Japanese	Korean	Vietnamese	Asian Indian	Laotian	Cambodian	Other Asian	Hawaiian	Guamanian	Samoan	Tahitian	Other Pacific Islander	Filipino	Hispanic/Latino	Black or African Amer	White (not Hispanic)	Multiple Races	Declined to state	Unclassified
-2	21 18 / 3	0 0 / 0	3 3 / 0	1 1 / 0	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0	8 6 / 2	1 1 / 0	4 3 / 1	0 0 / 0	1 1 / 0	1 1 / 0
-1	20 12 / 8	0 0 / 0	2 2 / 0	1 0 / 1	1 1 / 0	0 0 / 0	2 1 / 1	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	3 3 / 0	0 0 / 0	7 3 / 4	0 0 / 0	3 1 / 2	0 0 / 0
0	451 243 / 208	4 2 / 2	43 17 / 26	12 9 / 3	19 10 / 9	19 11 / 8	34 15 / 19	2 1 / 1	2 2 / 0	9 6 / 3	2 0 / 2	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	13 6 / 7	84 53 / 31	12 5 / 7	188 100 / 88	0 0 / 0	7 5 / 2	0 0 / 0
1	421 237 / 184	4 1 / 3	35 21 / 14	23 17 / 6	11 6 / 5	17 12 / 5	24 14 / 10	1 1 / 0	0 0 / 0	3 2 / 1	2 1 / 1	0 0 / 0	0 0 / 0	0 0 / 0	1 1 / 0	11 3 / 8	82 44 / 38	12 7 / 5	183 101 / 82	0 0 / 0	10 4 / 6	2 2 / 0
2	364 197 / 167	3 2 / 1	33 18 / 15	12 5 / 7	16 7 / 9	12 6 / 6	22 7 / 15	1 1 / 0	0 0 / 0	3 2 / 1	2 1 / 1	0 0 / 0	0 0 / 0	0 0 / 0	1 0 / 1	10 8 / 2	71 39 / 32	23 10 / 13	145 86 / 59	0 0 / 0	10 5 / 5	0 0 / 0
3	363 195 / 168	2 1 / 1	33 15 / 18	10 7 / 3	7 3 / 4	15 3 / 12	16 11 / 5	0 0 / 0	0 0 / 0	5 3 / 2	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	9 5 / 4	84 44 / 40	13 6 / 7	165 95 / 70	0 0 / 0	3 1 / 2	0 0 / 0
4	418 190 / 228	3 2 / 1	27 11 / 16	9 4 / 5	18 4 / 14	17 8 / 9	12 3 / 9	0 0 / 0	0 0 / 0	6 4 / 2	2 1 / 1	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	14 9 / 5	98 48 / 50	14 5 / 9	196 90 / 106	0 0 / 0	0 0 / 0	2 1 / 1
5	368 194 / 174	1 1 / 0	18 13 / 5	17 6 / 11	18 10 / 8	17 9 / 8	15 11 / 4	0 0 / 0	1 0 / 1	2 1 / 1	0 0 / 0	1 0 / 1	0 0 / 0	0 0 / 0	1 1 / 0	9 5 / 4	79 48 / 31	14 7 / 7	169 81 / 88	3 0 / 3	2 1 / 1	1 0 / 1
6	388 196 / 192	2 1 / 1	22 9 / 13	12 7 / 5	3 2 / 1	20 11 / 9	19 12 / 7	1 1 / 0	0 0 / 0	7 2 / 5	1 0 / 1	0 0 / 0	0 0 / 0	0 0 / 0	1 0 / 1	8 6 / 2	86 42 / 44	14 10 / 4	189 91 / 98	0 0 / 0	3 2 / 1	0 0 / 0
7	416 198 / 218	4 3 / 1	29 16 / 13	13 5 / 8	11 5 / 6	9 2 / 7	21 10 / 11	1 1 / 0	1 0 / 1	7 4 / 3	1 1 / 0	0 0 / 0	1 1 / 0	0 0 / 0	0 0 / 0	11 6 / 5	94 47 / 47	13 6 / 7	197 90 / 107	0 0 / 0	3 1 / 2	0 0 / 0
8	395 201 / 194	4 2 / 2	24 7 / 17	21 8 / 13	11 7 / 4	13 7 / 6	8 6 / 2	1 0 / 1	0 0 / 0	2 1 / 1	1 1 / 0	2 2 / 0	1 0 / 1	0 0 / 0	0 0 / 0	8 1 / 7	76 35 / 41	18 9 / 9	192 111 / 81	0 0 / 0	13 4 / 9	0 0 / 0
Total	3625 1881 / 1744	27 15 / 12	269 132 / 137	131 69 / 62	115 55 / 60	139 69 / 70	174 91 / 83	7 5 / 2	4 2 / 2	45 26 / 19	12 6 / 6	3 2 / 1	2 1 / 1	1 1 / 0	4 2 / 2	94 50 / 44	765 409 / 356	134 66 / 68	1635 851 / 784	3 0 / 3	55 25 / 30	6 4 / 2

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

Appendix G

Price Charter Middle - Cambrian

Spring 2017 Dashboard Report

<https://caschooldashboard.org/#/Details/43693856046486/2/EquityReport>

Equity Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%






Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		8	0
English Learner Progress (1-12)		1	1
English Language Arts (3-8)		8	0
Mathematics (3-8)		8	4

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%






Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1.2%	Declined -1.3%
English Learner Progress (1-12)		Medium 69.3%	Declined -9.6%
English Language Arts (3-8)		Very High 50.6 points above level 3	Increased +18.7 points
Mathematics (3-8)		High 7.1 points above level 3	Increased +5.9 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%

Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1.2%	Declined -1.3%
English Learner Progress (1-12)		Medium 69.3%	Declined -9.6%
English Language Arts (3-8)		Very High 50.6 points above level 3	Increased +18.7 points
Mathematics (3-8)		High 7.1 points above level 3	Increased +5.9 points

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Performance Levels:

Red (Lowest Performance)

Orange

Yellow

Green

Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%

Foster Youth: 0%

Grade Span: 6-8

Charter School: Yes

Dashboard Release:
Spring 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism ↗	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			N/A	N/A				*				*	*	
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			N/A	N/A				*				*	*	
Mathematics (3-8)			N/A	N/A				*				*	*	

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%




Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		1,131	Low 1.2%	Declined -1.3%
English Learners		110	Medium 2.7%	Declined Significantly -5.4%
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		260	Medium 3.5%	Declined Significantly -4.1%
Students with Disabilities		121	Medium 5.8%	Declined -2.8%
African American		41	Very Low 0%	Declined -2.2%
American Indian		9	*	*
Asian		189	Very Low 0.5%	Declined -0.6%
Filipino		35	Very Low 0%	Maintained 0%
Hispanic		296	Medium 2.4%	Declined -2.3%
Pacific Islander		12	Very Low 0%	*
Two or More Races		13	Very Low 0%	*
White		531	Low 1.1%	Declined -1%

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%

Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

Student Performance	Number of Students	Status	Change
All Students	0	*	*
English Learners	0	*	*
Foster Youth	0	N/A	N/A
Homeless	0	N/A	N/A
Socioeconomically Disadvantaged	0	*	*
Students with Disabilities	0	*	*
African American	0	*	*
American Indian	0	*	*
Asian	0	*	*
Filipino	0	*	*
Hispanic	0	*	*
Pacific Islander	0	*	*
Two or More Races	0	*	*
White	0	*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%

Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: 6-8

Charter School: Yes

Assessment Performance Results	Number of Students	Status	Change
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Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Language Arts Assessment Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%

Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		1,088	Very High 50.6 points above level 3	Increased +18.7 points
English Learners		172	Medium 4.9 points above level 3	Increased Significantly +27.6 points
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		208	Low 20.5 points below level 3	Increased +12.8 points
Students with Disabilities		124	Low 66 points below level 3	Maintained +5.5 points
African American		38	High 10.3 points above level 3	Declined -6.7 points
American Indian		12	Medium 3.8 points above level 3	*
Asian		191	Very High 100.1 points above level 3	Increased Significantly +24.6 points
Filipino		30	High 37.6 points above level 3	Increased +15.3 points
Hispanic		269	Medium 1.4 points above level 3	Increased +15.2 points
Pacific Islander		10	*	*
Two or More Races		24	High 25.6 points above level 3	Maintained -0.8 points
White		513	Very High 64.6 points above level 3	Increased +19.1 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	32	High 32.5 points above level 3	Maintained +4.6 points
EL - EL Only	140	Medium 1.4 points below level 3	Increased Significantly +29.9 points

Performance Levels:



An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%










Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		1,086	High 7.1 points above level 3	Increased +5.9 points
English Learners		171	Low 31.6 points below level 3	Increased Significantly +15.3 points
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		207	Low 78.6 points below level 3	Declined -3.4 points
Students with Disabilities		124	Very Low 123.9 points below level 3	Declined Significantly -13.5 points
African American		38	Low 42.6 points below level 3	Declined Significantly -26.1 points
American Indian		12	Low 35.7 points below level 3	*
Asian		190	Very High 79.2 points above level 3	Increased +14.4 points
Filipino		30	Medium 14.3 points below level 3	Declined -1.6 points
Hispanic		268	Low 55.6 points below level 3	Maintained -0.6 points
Pacific Islander		10	*	*
Two or More Races		24	Low 35.4 points below level 3	Declined Significantly -85.2 points
White		513	High 22.4 points above level 3	Increased +9.2 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	32	Medium 5.8 points below level 3	Declined Significantly -13.4 points
EL - EL Only	139	Low 37.5 points below level 3	Increased Significantly +19 points

Performance Levels:



An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

All Students Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%





Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1.2%	Declined -1.3%
English Language Arts (3-8)		Very High 50.6 points above level 3	Increased +18.7 points
Mathematics (3-8)		High 7.1 points above level 3	Increased +5.9 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%






Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 2.7%	Declined Significantly -5.4%
English Learner Progress (1-12)		Medium 69.3%	Declined -9.6%
English Language Arts (3-8)		Medium 4.9 points above level 3	Increased Significantly +27.6 points
Mathematics (3-8)		Low 31.6 points below level 3	Increased Significantly +15.3 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%





Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8


Charter School: Yes


This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.


State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.5%	Declined Significantly -4.1%
English Language Arts (3-8)		Low 20.5 points below level 3	Increased +12.8 points
Mathematics (3-8)		Low 78.6 points below level 3	Declined -3.4 points


Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Students with Disabilities Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%





Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 5.8%	Declined -2.8%
English Language Arts (3-8)		Low 66 points below level 3	Maintained +5.5 points
Mathematics (3-8)		Very Low 123.9 points below level 3	Declined Significantly -13.5 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

American Indian Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%


Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		Medium 3.8 points above level 3	*
Mathematics (3-8)		Low 35.7 points below level 3	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Asian Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%





Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.5%	Declined -0.6%
English Language Arts (3-8)		Very High 100.1 points above level 3	Increased Significantly +24.6 points
Mathematics (3-8)		Very High 79.2 points above level 3	Increased +14.4 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

African American Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%





Foster Youth: 0%

Dashboard Release: Spring 2017


Grade Span: 6-8


Charter School: Yes


This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -2.2%
English Language Arts (3-8)		High 10.3 points above level 3	Declined -6.7 points
Mathematics (3-8)		Low 42.6 points below level 3	Declined Significantly -26.1 points


Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Filipino Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%





Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Filipino on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		High 37.6 points above level 3	Increased +15.3 points
Mathematics (3-8)		Medium 14.3 points below level 3	Declined -1.6 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pacific Islander Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%


Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Pacific Islander on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Two or More Races Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%


Foster Youth: 0%

Dashboard Release: Spring 2017


Grade Span: 6-8


Charter School: Yes

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.


State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	*
English Language Arts (3-8)		High 25.6 points above level 3	Maintained -0.8 points
Mathematics (3-8)		Low 35.4 points below level 3	Declined Significantly -85.2 points


Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

White Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%





Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1.1%	Declined -1%
English Language Arts (3-8)		Very High 64.6 points above level 3	Increased +19.1 points
Mathematics (3-8)		High 22.4 points above level 3	Increased +9.2 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%





Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 2.4%	Declined -2.3%
English Language Arts (3-8)		Medium 1.4 points above level 3	Increased +15.2 points
Mathematics (3-8)		Low 55.6 points below level 3	Maintained -0.6 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Foster Youth Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%


Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Homeless Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%


Foster Youth: 0%

Dashboard Release: Spring 2017

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 1 (Basics)

Price Charter Middle - Santa Clara County

Enrollment: 1,115

Socioeconomically Disadvantaged: 18%

English Learners: 11%

Foster Youth: 0%

Dashboard Release:
Spring 2017

Grade Span: 6-8

Charter School: Yes

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[\[LEA Submission\]](#) 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[\[LEA Submission\]](#) 0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

[\[LEA Submission\]](#) 0

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 2 (Implementation of Academic Standards)

Price Charter Middle - Santa Clara County

Enrollment: 1,115	Socioeconomically Disadvantaged: 18%	English Learners: 11%	Foster Youth: 0%	Dashboard Release: Spring 2017
Grade Span: 6-8	Charter School: Yes			

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 2: Reflection Tool (Completed by Price Charter Middle)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Local educational agency’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[\[LEA Submission\]](#) 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[\[LEA Submission\]](#) 3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

[\[LEA Submission\]](#) 5 – Full Implementation and Sustainability

Next Generation Science Standards

[\[LEA Submission\]](#) 3 – Initial Implementation

History-Social Science

[\[LEA Submission\]](#) 1 - Exploration and Research Phase

2. Local educational agency’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[\[LEA Submission\]](#) 2 – Beginning Development

English Language Development (Aligned to English Language Arts Standards)

[\[LEA Submission\]](#) 2 – Beginning Development

Mathematics – Common Core State Standards for Mathematics

[\[LEA Submission\]](#) 3 – Initial Implementation

Next Generation Science Standards

[\[LEA Submission\]](#) 2 – Beginning Development

History-Social Science

[LEA Submission] 1 - Exploration and Research Phase

3. Local educational agency’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 5 – Full Implementation and Sustainability

Next Generation Science Standards

[LEA Submission] 3 – Initial Implementation

History-Social Science

[LEA Submission] 1 - Exploration and Research Phase

Other Adopted Academic Standards

4. Local educational agency’s progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

[LEA Submission] 1 - Exploration and Research Phase

Health Education Content Standards

[LEA Submission] 4 – Full Implementation

Physical Education Model Content Standards

[LEA Submission] 5 – Full Implementation and Sustainability

Visual and Performing Arts

[LEA Submission] 5 – Full Implementation and Sustainability

World Language

[LEA Submission] 1 - Exploration and Research Phase

Support for Teachers and Administrators

5. The local educational agency’s success at engaging in the following activities with teachers and school administrators during the 2015-16 school year (including summer 2015).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

[LEA Submission] 4 – Full Implementation

Identifying the professional learning needs of individual teachers

[LEA Submission] 4 – Full Implementation

Providing support for teachers on the standards they have not yet mastered

[LEA Submission] 4 – Full Implementation

Additional Comments (Optional Box Completed by Price Charter Middle)

[LEA Submission] Professional development has been and will always continues to be one of the key focus areas for the district. In particular, a central focus for the professional development will be on the implementation of the new adopted math curriculum for all TK-5 teachers and 6-8 grade math teachers. All district wide professional development days will be provide our teachers training and collaboration time to support this work. Ensuring that staff is adequately equipped and enabled to instruct our students is critically important. Although, math is a main focus for professional development, the district will continue to provide support and training on current district-wide instructional initiatives in the areas of GLAD, writer's workshop, and Professional Learning Communities. Therefore, providing ongoing professional development for all staff will remain a constant. Cambrian School District will provide high quality and dynamic instruction for ALL students while preparing them for 21st century college and career readiness. The Cambrian School District has a rich tradition of providing a curriculum that focuses on meeting the needs of the whole child. In times when most districts have cut the arts and PE programs from their districts, we have not. Cambrian has retained these programs and believes in their importance to producing a well-rounded educational experience. Through the passage of an ongoing parcel tax, our community has shown its strong belief in these programs.

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 3 (Parent Engagement)

Price Charter Middle - Santa Clara County

Enrollment: 1,115	Socioeconomically Disadvantaged: 18%	English Learners: 11%	Foster Youth: 0%	Dashboard Release: Spring 2017
Grade Span: 6-8	Charter School: Yes			

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 2: Local Measures

The local educational agency was asked to summarize the following:

1. The local educational agency’s progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency’s progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] Cambrian School District promotes 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. We have placed an emphasis to increase participation in parent advisories and committees, provide parent information and education nights (e.g. Math Nights to support new Math curriculum; Health education workshop for parents; Project Cornerstone Asset education series), and improve communication and feedback on the district's LCAP using stakeholder surveys and input forums. The Cambrian School District (CSD) incorporated the following process in order to engage with our community stakeholders this year. The District's efforts began in September by developing an engagement process and timeline for the adoption of the 2017- 2018 plan. Stakeholder meetings were then held to include a mid-year Local Control Accountability Plan progress updates, including regular updates to the Board of Trustees throughout the year on the 4 LCAP goals. Cambrian School District also conducted several informational meetings and surveys to consult and gather input from various stakeholder groups. During the 2016-17 school year, the district and school sites held or lead in excess of 50 plus meetings with various stakeholder groups, including parents. In addition, the District also provided parents to provide input via the community annual LCAP Stakeholder Engagement survey. Highlighted data from the LCAP Stakeholder Engagement Survey included responses from students, staff, parents and other community members. The total responses from our 2016-17 Survey of 978, had an increase of 677 responses more than our 2015-16 Survey, which had a total of 301 responses. In addition, the district took an active role in garnering input from our English learner parents. The district sent out a needs assessment survey to all 466 English Learners' parents/guardians. It was provided in multiple ways, online, paper/pencil and both in English and Spanish. Of the 466 surveys, 74 parents responded.

Additional Comments (Optional Box Completed by Price Charter Middle)

[LEA Submission] The district has seen a steady increase in parent participation in district and site specific involvement/engagement opportunities. The belief is that a collaborative partnership with parents contributes to student academic growth.

Performance Levels:



An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 6 (Local Climate Survey)

Price Charter Middle - Santa Clara County

Enrollment: 1,115	Socioeconomically Disadvantaged: 18%	English Learners: 11%	Foster Youth: 0%	Dashboard Release: Spring 2017
Grade Span: 6-8	Charter School: Yes			

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

[LEA Submission] Cambrian School District has been implementing Positive Behavior Interventions and Support (PBIS). A key strategy of the PBIS process is prevention. The majority of students follow the school's expectations, but are never acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, we will view it as an opportunity for re-teaching & re-engagement, not just punishment. As the data demonstrated below, Cambrian School District is meeting the needs of our students in providing a safe school climate for learning. Major Referrals - Overall decrease over the past 4 years - Well below national average Average Daily Referrals - Significant decrease from over the last 4 years - Well below 25th percentile of national data Suspensions - Steady decrease over the last 4 years - Remains well below national average In addition, highlighted data below from the Project Cornerstone Assets Survey for Grades 4, 5 & 7 in Fall of 2016 also demonstrates that our students are continuing to make gains towards acquiring the Developmental Assets: For optimal youth outcomes, the more assets youth have, the better. Having 31-40 assets is better than 21-30, which is better than having 11-20, and so on. In an ideal world, communities would strive to ensure that all youth eventually experience between 31 and 40 of the Developmental Assets. This process can provide an important opportunity for creating a community vision for your youth. The figure below shows the percentage of your youth who experience each of four levels of assets: 0-10, 11-20, 21-30, and 31-40. Grade 5 - 2% of students in grades 5 surveyed have 0-10 Assets - 20% of students in grade 5 surveyed have 11-20 Assets - 42% of students in grades 5 surveyed have 21-30 Assets - 36% of students in grades 5 surveyed have 31-40 Assets Grade 7 - 3% of students in grades 7 surveyed have 0-10 Assets - 26% of students in grade 7 surveyed have 11-20 Assets - 47% of students in grades 7 surveyed have 21-30 Assets - 24% of students in grades 7 surveyed have 31-40 Assets

Additional Comments (Optional Box Completed by Price Charter Middle)

[LEA Submission] Keeping our students and employees safe and secure while at school is our highest priority. We work diligently to maintain a positive culture in our schools where students are free from bullying, isolation, racism, and intolerance, and practice open two-way communication and problem-solving with their peers and adults. We also work to maintain healthy schools that serve nutritional meals and offer classroom environments that are free from safety or health risks. Cambrian School District will continue to provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

Performance Levels:

















An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.





Cambrian School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name 	Suspension Rate 	English Learner Progress 	English Language Arts 	Mathematics 	Graduation Rate 
Cambrian					
Bagby Elementary					

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Appendix H

Price Charter Middle - Cambrian

Fall 2017 Dashboard Report

<https://caschooldashboard.org/#/Details/43693856046486/3/EquityReport>

Equity Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%






Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		8	3
English Learner Progress (1-12)		1	1
English Language Arts (3-8)		7	2
Mathematics (3-8)		7	1

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%






Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.2%	Declined -0.4%
English Learner Progress (1-12)		High 82.8%	Declined Significantly -11.4%
English Language Arts (3-8)		Very High 45.1 points above level 3	Declined -5.6 points
Mathematics (3-8)		High 10.2 points above level 3	Increased +3.2 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088 Socioeconomically Disadvantaged: 18.8% English Learners: 6.1%

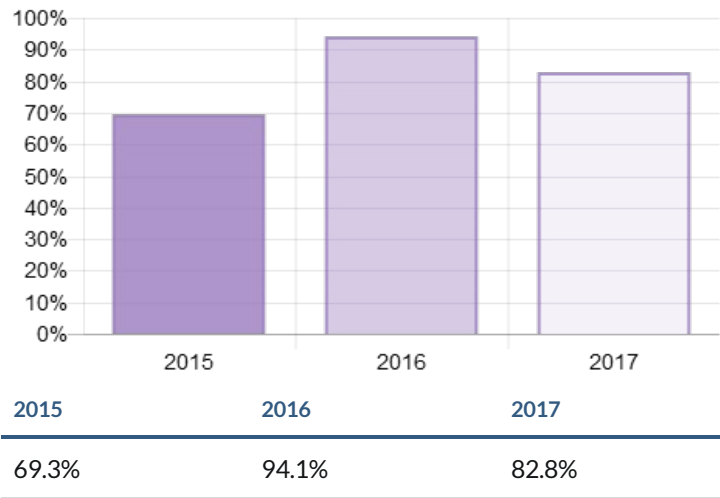
Foster Youth: 0.1% Grade Span: 6-8 Charter School: Yes

Dashboard Release:
Fall 2017

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

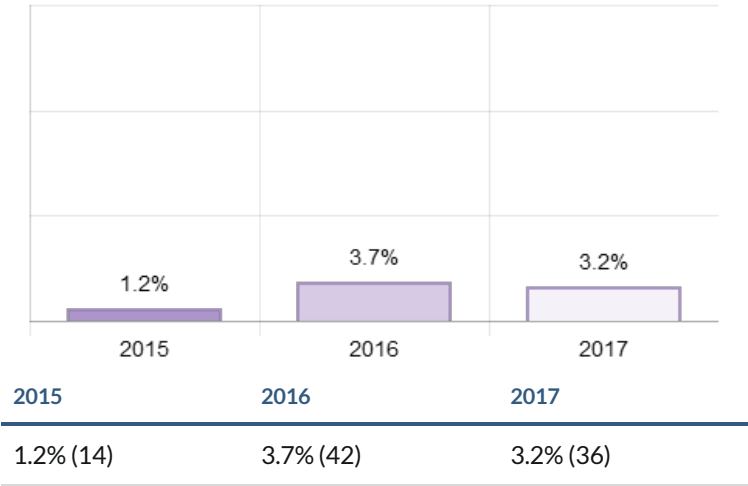
State Indicators

English Learner Progress Indicator (Grades K-12)

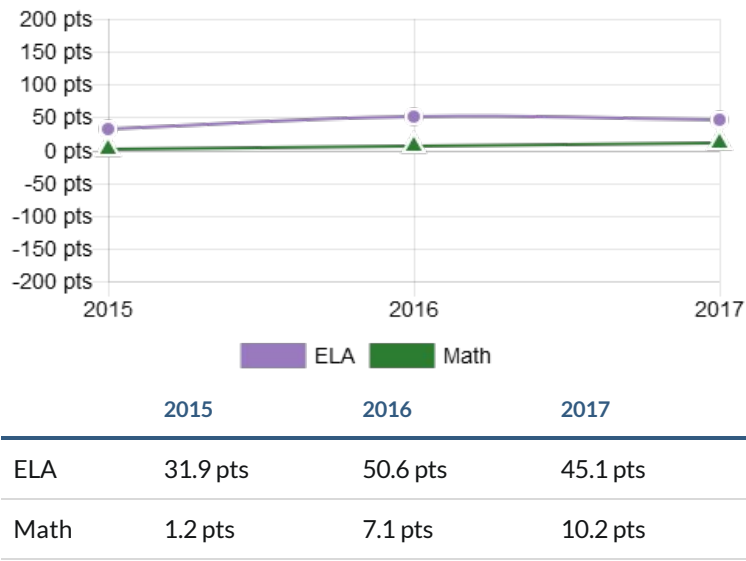


The percent of English Learners who made progress towards English proficiency.

Suspension



Academic Indicators (Grades 3-8): Distance from Level 3



Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

Dashboard Release:
Fall 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism ↗	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			*	*				*		*		*		
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			*	*				*		*		*	*	
Mathematics (3-8)			*	*				*		*		*	*	

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		1,115	Medium 3.2%	Declined -0.4%
English Learners		69	Very High 13%	Increased +3.7%
Foster Youth		1	*	*
Homeless		2	*	*
Socioeconomically Disadvantaged		215	Medium 7.4%	Maintained -0.2%
Students with Disabilities		123	High 10.6%	Declined -1.6%
African American		33	Medium 3%	Declined Significantly -4.3%
American Indian		15	Very Low 0%	Declined Significantly -8.3%
Asian		183	Low 1.1%	Declined -0.5%
Filipino		23	Medium 4.4%	Increased Significantly +4.4%
Hispanic		288	Medium 6.9%	Increased +1.4%
Pacific Islander		10	*	*
Two or More Races		52	Medium 3.9%	Increased +0.5%
White		501	Low 2%	Declined -1.2%

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%

Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

Student Performance	Number of Students	Status	Change
All Students	0	*	*
English Learners	0	*	*
Foster Youth	0	*	*
Homeless	0	*	*
Socioeconomically Disadvantaged	0	*	*
Students with Disabilities	0	*	*
African American	0	*	*
American Indian	0	*	*
Asian	0	*	*
Filipino	0	*	*
Hispanic	0	*	*
Pacific Islander	0	*	*
Two or More Races	0	*	*
White	0	*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%

Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	0	*	N/A
English Learners	N/A	0	*	N/A
Foster Youth	N/A	0	*	N/A
Homeless	N/A	0	*	N/A
Socioeconomically Disadvantaged	N/A	0	*	N/A
Students with Disabilities	N/A	0	*	N/A
African American	N/A	0	*	N/A
American Indian	N/A	0	*	N/A
Asian	N/A	0	*	N/A
Filipino	N/A	0	*	N/A
Hispanic	N/A	0	*	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	0	*	N/A
White	N/A	0	*	N/A

Assessment Performance Results	Number of Students	Status	Change
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Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Language Arts Assessment Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%









Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	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
African American		30	High 15.5 points above level 3	Increased +5.2 points
American Indian		15	Medium 7.3 points above level 3	Increased +3.6 points
Asian		177	Very High 93.5 points above level 3	Declined -6.6 points
Filipino		22	High 35.6 points above level 3	Maintained -2 points
Hispanic		282	Medium 4 points below level 3	Declined -5.5 points
Pacific Islander		8	*	*
Two or More Races		42	Very High 51.7 points above level 3	Increased Significantly +26 points
White		480	Very High 60.1 points above level 3	Declined -4.5 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	85	High 11.3 points above level 3	Declined Significantly -21.2 points
EL - EL Only	116	High 11 points above level 3	Increased +12.4 points
English Only	754	Very High 48.3 points above level 3	Declined -6 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	6	*	*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%









Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		1,055	High 10.2 points above level 3	Increased +3.2 points
English Learners		201	Medium 13.4 points below level 3	Increased Significantly +18.2 points
Foster Youth		1	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		200	Low 71.2 points below level 3	Increased +7.4 points
Students with Disabilities		138	Very Low 131.3 points below level 3	Declined -7.4 points
African American		30	Low 27 points below level 3	Increased Significantly +15.7 points
American Indian		15	Low 25.7 points below level 3	Increased +9.9 points
Asian		177	Very High 87.9 points above level 3	Increased +8.7 points
Filipino		22	Medium 14.7 points below level 3	Maintained -0.4 points
Hispanic		282	Low 50.5 points below level 3	Increased +5.1 points
Pacific Islander		8	*	*
Two or More Races		42	High 30.2 points above level 3	Increased Significantly +65.6 points
White		479	High 21 points above level 3	Maintained -1.4 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	85	Medium 17.5 points below level 3	Declined -11.7 points
EL - EL Only	116	Medium 10.4 points below level 3	Increased Significantly +27.2 points
English Only	753	High 8.8 points above level 3	Maintained +2.3 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	5	*	*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

All Students Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.2%	Declined -0.4%
English Language Arts (3-8)		Very High 45.1 points above level 3	Declined -5.6 points
Mathematics (3-8)		High 10.2 points above level 3	Increased +3.2 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%






Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 13%	Increased +3.7%
English Learner Progress (1-12)		High 82.8%	Declined Significantly -11.4%
English Language Arts (3-8)		High 11.1 points above level 3	Increased +6.2 points
Mathematics (3-8)		Medium 13.4 points below level 3	Increased Significantly +18.2 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 7.4%	Maintained -0.2%
English Language Arts (3-8)		Low 29.4 points below level 3	Declined -8.9 points
Mathematics (3-8)		Low 71.2 points below level 3	Increased +7.4 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Students with Disabilities Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		High 10.6%	Declined -1.6%
English Language Arts (3-8)		Very Low 82.3 points below level 3	Declined Significantly -16.3 points
Mathematics (3-8)		Very Low 131.3 points below level 3	Declined -7.4 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

American Indian Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined Significantly -8.3%
English Language Arts (3-8)		Medium 7.3 points above level 3	Increased +3.6 points
Mathematics (3-8)		Low 25.7 points below level 3	Increased +9.9 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Asian Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1.1%	Declined -0.5%
English Language Arts (3-8)		Very High 93.5 points above level 3	Declined -6.6 points
Mathematics (3-8)		Very High 87.9 points above level 3	Increased +8.7 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

African American Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.1%


Grade Span: 6-8


Charter School: Yes

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.


State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3%	Declined Significantly -4.3%
English Language Arts (3-8)		High 15.5 points above level 3	Increased +5.2 points
Mathematics (3-8)		Low 27 points below level 3	Increased Significantly +15.7 points


Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Filipino Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Filipino on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 4.4%	Increased Significantly +4.4%
English Language Arts (3-8)		High 35.6 points above level 3	Maintained -2 points
Mathematics (3-8)		Medium 14.7 points below level 3	Maintained -0.4 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pacific Islander Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Pacific Islander on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Two or More Races Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%



Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8


Charter School: Yes


This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.


State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.9%	Increased +0.5%
English Language Arts (3-8)		Very High 51.7 points above level 3	Increased Significantly +26 points
Mathematics (3-8)		High 30.2 points above level 3	Increased Significantly +65.6 points


Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

White Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 2%	Declined -1.2%
English Language Arts (3-8)		Very High 60.1 points above level 3	Declined -4.5 points
Mathematics (3-8)		High 21 points above level 3	Maintained -1.4 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%





Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 6.9%	Increased +1.4%
English Language Arts (3-8)		Medium 4 points below level 3	Declined -5.5 points
Mathematics (3-8)		Low 50.5 points below level 3	Increased +5.1 points

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

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Foster Youth Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Homeless Student Group Report

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%


Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 1 (Basics)

Price Charter Middle - Santa Clara County

Enrollment: 1,088

Socioeconomically Disadvantaged: 18.8%

English Learners: 6.1%

Dashboard Release:
Fall 2017

Foster Youth: 0.1%

Grade Span: 6-8

Charter School: Yes

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[\[LEA Submission\]](#) 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[\[LEA Submission\]](#) 0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

[\[LEA Submission\]](#) 0

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

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Local Data Submitted for Priority 2 (Implementation of Academic Standards)

Price Charter Middle - Santa Clara County

Enrollment: 1,088	Socioeconomically Disadvantaged: 18.8%	English Learners: 6.1%	Dashboard Release:
Foster Youth: 0.1%	Grade Span: 6-8	Charter School: Yes	Fall 2017

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 2: Reflection Tool (Completed by Price Charter Middle)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Local educational agency’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[\[LEA Submission\]](#) 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[\[LEA Submission\]](#) 3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

[\[LEA Submission\]](#) 5 – Full Implementation and Sustainability

Next Generation Science Standards

[\[LEA Submission\]](#) 3 – Initial Implementation

History-Social Science

[\[LEA Submission\]](#) 1 - Exploration and Research Phase

2. Local educational agency’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[\[LEA Submission\]](#) 2 – Beginning Development

English Language Development (Aligned to English Language Arts Standards)

[\[LEA Submission\]](#) 2 – Beginning Development

Mathematics – Common Core State Standards for Mathematics

[\[LEA Submission\]](#) 3 – Initial Implementation

Next Generation Science Standards

[\[LEA Submission\]](#) 2 – Beginning Development

History-Social Science

[LEA Submission] 1 - Exploration and Research Phase

3. Local educational agency’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 5 – Full Implementation and Sustainability

Next Generation Science Standards

[LEA Submission] 3 – Initial Implementation

History-Social Science

[LEA Submission] 1 - Exploration and Research Phase

Other Adopted Academic Standards

4. Local educational agency’s progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

[LEA Submission] 1 - Exploration and Research Phase

Health Education Content Standards

[LEA Submission] 4 – Full Implementation

Physical Education Model Content Standards

[LEA Submission] 5 – Full Implementation and Sustainability

Visual and Performing Arts

[LEA Submission] 5 – Full Implementation and Sustainability

World Language

[LEA Submission] 1 - Exploration and Research Phase

Support for Teachers and Administrators

5. The local educational agency’s success at engaging in the following activities with teachers and school administrators during the 2015-16 school year (including summer 2015).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

[LEA Submission] 4 – Full Implementation

Identifying the professional learning needs of individual teachers

[LEA Submission] 4 – Full Implementation

Providing support for teachers on the standards they have not yet mastered

[LEA Submission] 4 – Full Implementation

Additional Comments (Optional Box Completed by Price Charter Middle)

[LEA Submission] Professional development has been and will always continues to be one of the key focus areas for the district. In particular, a central focus for the professional development will be on the implementation of the new adopted math curriculum for all TK-5 teachers and 6-8 grade math teachers. All district wide professional development days will be provide our teachers training and collaboration time to support this work. Ensuring that staff is adequately equipped and enabled to instruct our students is critically important. Although, math is a main focus for professional development, the district will continue to provide support and training on current district-wide instructional initiatives in the areas of GLAD, writer's workshop, and Professional Learning Communities. Therefore, providing ongoing professional development for all staff will remain a constant. Cambrian School District will provide high quality and dynamic instruction for ALL students while preparing them for 21st century college and career readiness. The Cambrian School District has a rich tradition of providing a curriculum that focuses on meeting the needs of the whole child. In times when most districts have cut the arts and PE programs from their districts, we have not. Cambrian has retained these programs and believes in their importance to producing a well-rounded educational experience. Through the passage of an ongoing parcel tax, our community has shown its strong belief in these programs.

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

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Local Data Submitted for Priority 3 (Parent Engagement)

Price Charter Middle - Santa Clara County

Enrollment: 1,088	Socioeconomically Disadvantaged: 18.8%	English Learners: 6.1%	Dashboard Release:
Foster Youth: 0.1%	Grade Span: 6-8	Charter School: Yes	Fall 2017

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 2: Local Measures

The local educational agency was asked to summarize the following:

1. The local educational agency’s progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency’s progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] Cambrian School District promotes 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. We have placed an emphasis to increase participation in parent advisories and committees, provide parent information and education nights (e.g. Math Nights to support new Math curriculum; Health education workshop for parents; Project Cornerstone Asset education series), and improve communication and feedback on the district's LCAP using stakeholder surveys and input forums. The Cambrian School District (CSD) incorporated the following process in order to engage with our community stakeholders this year. The District's efforts began in September by developing an engagement process and timeline for the adoption of the 2017- 2018 plan. Stakeholder meetings were then held to include a mid-year Local Control Accountability Plan progress updates, including regular updates to the Board of Trustees throughout the year on the 4 LCAP goals. Cambrian School District also conducted several informational meetings and surveys to consult and gather input from various stakeholder groups. During the 2016-17 school year, the district and school sites held or lead in excess of 50 plus meetings with various stakeholder groups, including parents. In addition, the District also provided parents to provide input via the community annual LCAP Stakeholder Engagement survey. Highlighted data from the LCAP Stakeholder Engagement Survey included responses from students, staff, parents and other community members. The total responses from our 2016-17 Survey of 978, had an increase of 677 responses more than our 2015-16 Survey, which had a total of 301 responses. In addition, the district took an active role in garnering input from our English learner parents. The district sent out a needs assessment survey to all 466 English Learners' parents/guardians. It was provided in multiple ways, online, paper/pencil and both in English and Spanish. Of the 466 surveys, 74 parents responded.

Additional Comments (Optional Box Completed by Price Charter Middle)

[LEA Submission] The district has seen a steady increase in parent participation in district and site specific involvement/engagement opportunities. The belief is that a collaborative partnership with parents contributes to student academic growth.

Performance Levels:



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Local Data Submitted for Priority 6 (Local Climate Survey)

Price Charter Middle - Santa Clara County

Enrollment: 1,088	Socioeconomically Disadvantaged: 18.8%	English Learners: 6.1%	Dashboard Release:
Foster Youth: 0.1%	Grade Span: 6-8	Charter School: Yes	Fall 2017

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

[LEA Submission] Cambrian School District has been implementing Positive Behavior Interventions and Support (PBIS). A key strategy of the PBIS process is prevention. The majority of students follow the school's expectations, but are never acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, we will view it as an opportunity for re-teaching & re-engagement, not just punishment. As the data demonstrated below, Cambrian School District is meeting the needs of our students in providing a safe school climate for learning. Major Referrals - Overall decrease over the past 4 years - Well below national average Average Daily Referrals - Significant decrease from over the last 4 years - Well below 25th percentile of national data Suspensions - Steady decrease over the last 4 years - Remains well below national average In addition, highlighted data below from the Project Cornerstone Assets Survey for Grades 4, 5 & 7 in Fall of 2016 also demonstrates that our students are continuing to make gains towards acquiring the Developmental Assets: For optimal youth outcomes, the more assets youth have, the better. Having 31-40 assets is better than 21-30, which is better than having 11-20, and so on. In an ideal world, communities would strive to ensure that all youth eventually experience between 31 and 40 of the Developmental Assets. This process can provide an important opportunity for creating a community vision for your youth. The figure below shows the percentage of your youth who experience each of four levels of assets: 0-10, 11-20, 21-30, and 31-40. Grade 5 - 2% of students in grades 5 surveyed have 0-10 Assets - 20% of students in grade 5 surveyed have 11-20 Assets - 42% of students in grades 5 surveyed have 21-30 Assets - 36% of students in grades 5 surveyed have 31-40 Assets Grade 7 - 3% of students in grades 7 surveyed have 0-10 Assets - 26% of students in grade 7 surveyed have 11-20 Assets - 47% of students in grades 7 surveyed have 21-30 Assets - 24% of students in grades 7 surveyed have 31-40 Assets

Additional Comments (Optional Box Completed by Price Charter Middle)

[LEA Submission] Keeping our students and employees safe and secure while at school is our highest priority. We work diligently to maintain a positive culture in our schools where students are free from bullying, isolation, racism, and intolerance, and practice open two-way communication and problem-solving with their peers and adults. We also work to maintain healthy schools that serve nutritional meals and offer classroom environments that are free from safety or health risks. Cambrian School District will continue to provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

Performance Levels:











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Cambrian School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name ^	Suspension Rate ⇅	English Learner Progress ⇅	English Language Arts ⇅	Mathematics ⇅	Graduation Rate ⇅
Cambrian					
Bagby Elementary					
Steindorf STEAM K-8 Magnet					

Performance Levels:

 Red (Lowest Performance)

 Orange

 Yellow

 Green

 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Price Petition Requirements Aligned With Education Code 47605 Sections

N/A = Not applicable to charter petition renewal requirements

~ = No reference or action needed on behalf of the petitioner

Appendix I

Petition Section	Page Number	Education Code 47605 Section
I	3	(a) (1) Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district, as long as each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:
N/A	N/A	(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.
N/A	N/A	(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.
N/A	N/A	(2) A petition that proposes to convert an existing public school to a charter school that would not be eligible for a loan pursuant to subdivision (b) of Section 41365 may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after the petition is signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.
N/A	N/A	(3) A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teachers signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.
N/A	N/A	(4) After receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter and shall notify the authority that granted its charter of those additional locations. The authority that granted its charter shall consider whether to approve those additional locations at an open, public meeting. If the additional locations are approved, they shall be a material revision to the charter schools charter.
N/A	N/A	(5) A charter school that is unable to locate within the jurisdiction of the chartering school district may establish one site outside the boundaries of the school district, but within the county in which that school district is located, if the school district within the jurisdiction of which the charter school proposes to operate is notified in advance of the charter petition approval, the county superintendent of schools and the Superintendent are notified of the location of the charter school before it commences operations, and either of the following circumstances exists:
N/A	N/A	(A) The school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the school chooses to locate.
N/A	N/A	(B) The site is needed for temporary use during a construction or expansion project.
N/A	N/A	(6) Commencing January 1, 2003, a petition to establish a charter school may not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.
6/7/2018		(b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

Price Petition Requirements Aligned With Education Code 47605 Sections

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~ = No reference or action needed on behalf of the petitioner

Petition Section	Page Number	Education Code 47605 Section
~	~	(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
~	~	(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
~	~	(3) The petition does not contain the number of signatures required by subdivision (a).
~	~	(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
~	~	(5) The petition does not contain reasonably comprehensive descriptions of all of the following:
III	6	(A) (i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an educated person in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.
III	7	(ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.
N/A	N/A	(iii) If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the A to G admissions criteria may be considered to meet college entrance requirements.
IV	9	(B) The measurable pupil outcomes identified for use by the charter school. Pupil outcomes, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the schools educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.
IV	9	(C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
V	13	(D) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.
IX	17	(E) The qualifications to be met by individuals to be employed by the school.
IX	17	(F) The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.
VI	14	(G) The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.
VI	14	(H) Admission policies and procedures, consistent with subdivision (d).
VIII	15	(I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.
VII	15	(J) The procedures by which pupils can be suspended or expelled.
~	~	(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

Price Petition Requirements Aligned With Education Code 47605 Sections

N/A = Not applicable to charter petition renewal requirements

~ = No reference or action needed on behalf of the petitioner

Petition Section	Page Number	Education Code 47605 Section
~	~	(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
~	~	(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
~	~	(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
~	~	(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
IX	18	(K) The manner by which staff members of the charter schools will be covered by the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.
VI	14	(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.
IX	17	(M) The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.
IX	18	(N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.
X	19	(O) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.
IX	17	(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.
I	3	(c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
I	4	(2) Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the charter school's educational programs.
I	3 & 4	(d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
VI	14	(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

Price Petition Requirements Aligned With Education Code 47605 Sections

N/A = Not applicable to charter petition renewal requirements

~ = No reference or action needed on behalf of the petitioner

Petition Section	Page Number	Education Code 47605 Section
VI	14	(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:
~	~	(i) Each type of preference shall be approved by the chartering authority at a public hearing.
~	~	(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
~	~	(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
~	~	(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
~	~	(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.
VII	15	(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.
IX	18	(e) The governing board of a school district shall not require an employee of the school district to be employed in a charter school.
VI	14	(f) The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school.
VIII	16	(g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.
N/A	N/A	(h) In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032, as that section read before July 19, 2006.
Action After Board Approval		(i) Upon the approval of the petition by the governing board of the school district, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the applicable county superintendent of schools, the department, and the state board.

Price Petition Requirements Aligned With Education Code 47605 Sections

N/A = Not applicable to charter petition renewal requirements

~ = No reference or action needed on behalf of the petitioner

Petition Section	Page Number	Education Code 47605 Section
~	~	(j) (1) If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education. The county board of education shall review the petition pursuant to subdivision (b). If the petitioner elects to submit a petition for establishment of a charter school to the county board of education and the county board of education denies the petition, the petitioner may file a petition for establishment of a charter school with the state board, and the state board may approve the petition, in accordance with subdivision (b). A charter school that receives approval of its petition from a county board of education or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the entity to which it originally submitted its petition. A charter petition that is submitted to either a county board of education or to the state board shall meet all otherwise applicable petition requirements, including the identification of the proposed site or sites where the charter school will operate.
~	~	(2) In assuming its role as a chartering agency, the state board shall develop criteria to be used for the review and approval of charter school petitions presented to the state board. The criteria shall address all elements required for charter approval, as identified in subdivision (b), and shall define "reasonably comprehensive," as used in paragraph (5) of subdivision (b), in a way that is consistent with the intent of this part. Upon satisfactory completion of the criteria, the state board shall adopt the criteria on or before June 30, 2001.
~	~	(3) A charter school for which a charter is granted by either the county board of education or the state board based on an appeal pursuant to this subdivision shall qualify fully as a charter school for all funding and other purposes of this part.
~	~	(4) If either the county board of education or the state board fails to act on a petition within 120 days of receipt, the decision of the governing board of the school district to deny the petition shall be subject to judicial review.
~	~	(5) The state board shall adopt regulations implementing this subdivision.
~	~	(6) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the department and the state board.
~	~	(k) (1) The state board may, by mutual agreement, designate its supervisorial and oversight responsibilities for a charter school approved by the state board to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition.
~	~	(2) The designated local educational agency shall have all monitoring and supervising authority of a chartering agency, including, but not limited to, powers and duties set forth in Section 47607, except the power of revocation, which shall remain with the state board.
~	~	(3) A charter school that is granted its charter through an appeal to the state board and elects to seek renewal of its charter shall, before expiration of the charter, submit its petition for renewal to the governing board of the school district that initially denied the charter. If the governing board of the school district denies the charter school's petition for renewal, the charter school may petition the state board for renewal of its charter.
IX	17	(l) Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.
VII	16	(m) A charter school shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, as described in subparagraph (l) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

Price Petition Requirements Aligned With Education Code 47605 Sections

N/A = Not applicable to charter petition renewal requirements

~ = No reference or action needed on behalf of the petitioner

Petition Section	Page Number	Education Code 47605 Section
I	3	(n) A charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

(Amended by Stats. 2017, Ch. 760, Sec. 2.5. (AB 1360) Effective January 1, 2018.)

LCAP Year ☒ 2017-18 ☐ 2018-19 ☐ 2019-20

Appendix J



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

2017-20 Plan Summary

THE STORY

Briefly 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 through PD and learning opportunities resulting in increased student engagement, effective cooperative learning and the reinforcement of best practices. Brain-compatible research, literacy strategies, differentiated teaching practices and 21st century skills combine to give strength and provide depth to our child-centered philosophy. Price Middle School offers students the benefits of these programs and sees student success in high school and post-secondary options of fulfilling employment or admission to institutions of higher learning. Shared responsibility for student success ensures the development of our students into productive members of our community.

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

- Ongoing support for improving school climate and creating an environment that is accepting and understanding of differences.
- Writing across the curriculum
- Critical thinking and problem solving strategies and 21st century skills
- Developing Professional learning teams and supporting departments with specific SMART goals as related to data driven instruction
- Ongoing math professional development with curriculum training and supplemental SVMi and SCCOE 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 2017-2018 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 an assessment of learning model for staff.
 - 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 ALL 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 student 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 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.

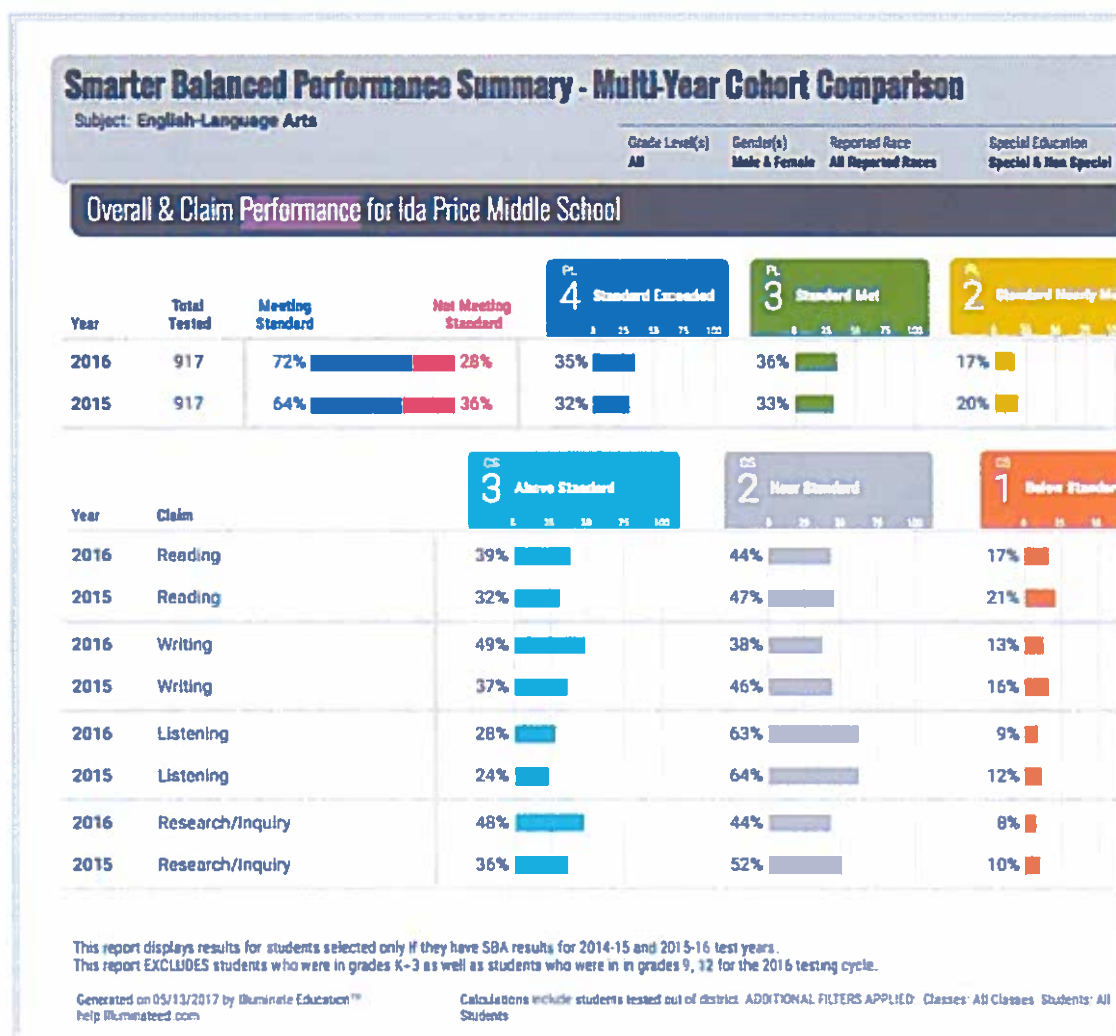


REVIEW OF PERFORMANCE

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 has demonstrated an 8% growth from 2014-2015 to 2015-2016 in English Language Arts proficiency. Data shows that this growth occurred across all ethnic sub groups. This increase is attributed to full implementation of the Common Core State Standards in our Core English Program. Sixth grade teachers began working on the district initiative for Writer's Workshop K-6 grade. Seventh grade teachers participated in the ERWC (Expository Reading and Writing Course) training through the California State University system. Claim performance in Writing and Research/Inquiry showed the most dramatic growth. Price Middle School plans to continue to build upon this success with support for a comprehensive writing program across all curricular areas.



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?

Price Middle School has demonstrated an 3% growth from 2014-2015 to 2015-2016 in Math proficiency. Despite this growth, overall proficiency is at 53%. In order to address the need for increased proficiency, the Cambrian School District has adopted CPM (College Prep Math) curriculum for grades 6-8. Alignment to CCSS, 7 days of professional development for all math teachers and an increase in the availability of math intervention classes in the master schedule are the aggressive steps the school and district have planned for the 17-18 school year.

GREATEST NEEDS

ELA data for this time period did show substantial growth. While all ethnic sub groups demonstrated growth, a decrease in overall proficiency was measured for English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged Students. In order to better serve these students' educational needs, the following steps are in process:
Revised design for English Language Learner Support targeting their specific language needs, 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 Cohort Comparison

Subject: Mathematics

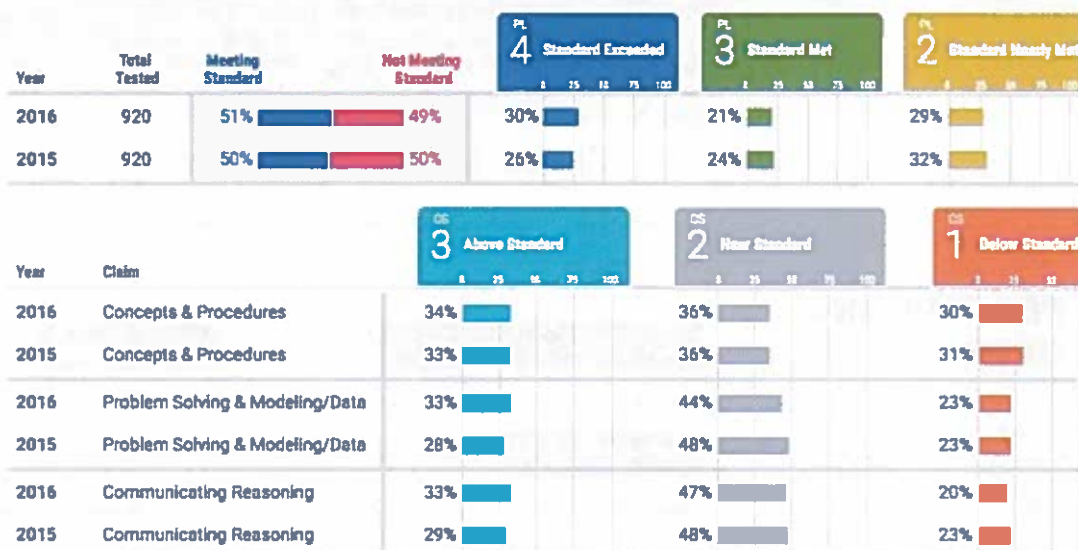
Grade Level(s)
All

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Overall & Claim Performance for Ida Price Middle School



This report displays results for students selected only if they have SBA results for 2014-15 and 2015-16 test years.
This report EXCLUDES students who were in grades K-3 as well as students who were in grades 9, 12 for the 2016 testing cycle.

Generated on 05/13/2017 by Illuminate Education™
help.illuminateed.com

Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Classes: All Classes Students: All Students

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?

Our English Language Learner population declined 9.6% according to the academic performance measures for the California Department of Education. To address this need, the school has revised the master schedule to target ELLs more strategically by designing support classes based on CELDT levels rather than grade level. Students will also not be pulled from the Common Core English sections to receive this intervention as an intervention period has been built into the school day for 2017-2018. 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).

Price Charter Middle - Santa Clara County

Enrollment: 1,115 Socioeconomically Disadvantaged: 18% English Learners: 11% Foster Youth: N/A Grade Span: 6-8

Charter School: Yes

Equity Report

Status and Change Report

Detailed Reports

Student Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for

Academic Performance

School Conditions and Climate

Academic Engagement

State Indicators

All Students Performance

Status

English Learner Progress (K-12)



Medium
89.3%

English Language Arts (3-8)



Very High
50.6 points ab

Mathematics (3-8)



High
7.1 points abo

INCREASED OR IMPROVED SERVICES

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.

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. Maintaining mental health services as well as increasing academic counseling services on site is an identified priority reflected later in a reallocation of resources.

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

\$505,000.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$510,450.00

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:

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

\$517,850.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

High Academic Achievement: Price Middle School will provide high quality and dynamic instruction for ALL students while preparing them for 21st century college and career readiness

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students will meet/exceed proficiency rates:

1. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from 2015-2016 in ELA & Math in Grades 6-8
2. MARS Tasks Spring: 5% increase in students performing at Proficient or above in Grades 6-8
3. CCSS will be implemented in 100% of the classrooms through classroom observations by principals and teacher evaluation of Professional Development
4. Science CST results to be utilized once available

ACTUAL

Metric Outcomes, Most Recent Official Data Available

Description	2014-2015	2015-2016	
Met/Not Met			
1. SBAC results			
ELA standard met or exceeded (+6%)	66%	72%	Met
Math standard met or exceeded Met (+3%)	50%	53%	Not
2. MARS Tasks			
6-8 Grade scoring proficient or above	Data not available		
3. CCSS implementation	Data not available	100%	Met
4. Science CST			
longer administered	Metric not appropriate as CST is no longer administered		

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

Actions/Services

PLANNED

A. Provide Professional Development aligned with the Common Core State Standards (CCSS) in the following topics/areas for Staff:

1. CCSS Instructional Shifts (ELA & Math)
2. Formative Assessments/Data Analysis
3. CCSS Units of Study in Writing by Lucy Calkins
4. Differentiated Instruction
5. ELA/ELD Framework (3 year transition plan)
6. NGSS
7. Technology Integration

ACTUAL

1. Instructional shifts evident. Professional development provided in CCSS best practices and GLAD. Math Committee recommended CCSS aligned curriculum for supported implementation implementation 16/17. Goal met

2. Students in grades 6-8 assessed with mid year benchmark through Illuminate. MARS assessments implemented at mid year and Spring. Emphasis 16/17 will be on a systematic data analysis process for all departments. Goal met

3. 6th grade ELA teachers implemented all provided units for Writer's Workshop and participated in professional development and scoring. Goal met

4. Differentiated programs on campus support general classrooms. Individual teachers use appropriate strategies for supporting struggling students. Increased support is necessary for extending learning. Goal not met

5. Teachers participated in ELA/ELD focused professional development emphasizing designated and sheltered instruction. Goal met

6. Science teachers in grades 7-8 are building lessons aligned with NGSS. 6th grade Science is utilizing FOSS units for curricular support. New curriculum has not been adopted for Science. Goal not met

7. Technology integration is evident across classrooms. District wide shift to a Google platform has led to increased use of the Google Apps for Education. Increased student devices has allowed for better classroom use. Replacement of malfunctioning SMARTboards is an ongoing priority. Goal met

Expenditures

BUDGETED

All 6-8 will have 3 full days of professional development on CCSS Implementation. At 2 district sponsored Wednesdays meetings, all grade level teachers will convene to monitor and refine our implementation practices, including CC, assessments, differentiated instruction, other. At monthly staff meetings, department and CIA meetings, teachers and site administrator will discuss and collaborate on site-specific needs. There will be 2 early Wednesdays dedicated for cross grade level articulation. The district and site administration will plan district and site-based mentoring and

ESTIMATED ACTUAL

3 professional development days have provided support in: ELA/ELD frameworks for CCSS implementation, best practices with emphasis on the neuroscience of the teenage brain, support to gauge the success of programs/ approaches to learning through data (Steve Ventura) and technology with an emphasis on digital citizenship. District sponsored Wednesdays have emphasized the ongoing use and refinement of GLAD strategies. Full department collaboration (cross grade level) occurs on a bimonthly basis. Coaching and site based mentoring has

coaching opportunities for teachers. 5800: Professional/Consulting Services And Operating Expenditures Base 6000

Along with SVMi PD, Writer's Workshop coaching, GLAD coaching, research and provide additional PD opportunities for content specific teachers and staff. Consultant fees paid by Ed Services. 1000-1999: Certificated Personnel Salaries Supplemental 20,000

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 4000

Science lead teachers to attend NGSS/CC conference training. 1000-1999: Certificated Personnel Salaries Supplemental 6000

been provided through the on site TOSA. Additional coaching for all staff by Julie Adams (consultant). Release costs

Goal met

1000-1999: Certificated Personnel Salaries Base 4000

Teachers have participated in: 3 days of Writer's Workshop PD with additional meetings to discuss program implementation with the support of a district TOSA, Teacher leads have attended SVMi PD to support MARS scoring and reflections, math teachers have participated in MARS task scoring and reflection, GLAD PD and support is ongoing including planning meetings with Ed Services to design appropriate PD for teachers. Additional PD opportunities have been provided through Adams Consulting emphasizing neuroscience of the teenage brain and appropriate instructional strategies across content areas.

Goal met

1000-1999: Certificated Personnel Salaries Supplemental 3500

Math department representatives have continued to partner with CUHSD to collaborate regarding math pathways to high school (quarterly meetings). Meetings were held outside of school day.

Goal met

1000-1999: Certificated Personnel Salaries Base 400

Completed in 14/15

Science teachers provided additional collaboration time to design CC units and lab activities as well as research and receive training on growth and development curriculum.

Goal met

1000-1999: Certificated Personnel Salaries Supplemental 1000

Action

2

Actions/Services

PLANNED

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 & Math.
2. The Math Adoption Committee will pilot & adopt new Math Curriculum aligned with CCSS.
3. CCSS Interim Benchmark Assessments for ELA & Math will be revised and implemented.
4. Staff will continue to align current adopted materials to the CCSS Scope and Sequence.

ACTUAL

1. The CLC has continued its role to discuss and report out regarding instructional needs, assessment and curriculum. Curriculum has been examined by committee for math.

Goal not met

2. The math committee has recommended the adoption of CPM (College Prep Math) for the 16/17 school year. Due to budget constraints, ELA will not be adopting new curriculum at this time.

Goal met

3. CCSS Interim Benchmark Assessments for ELA and Math were revised and implemented. Teachers utilized results to gauge standards taught as well as prior knowledge for future units.

Goal met

Expenditures

BUDGETED

The appropriate grade level assessments will be administered to all 6-8 students. - Illuminate Benchmarks; Writing; MAC. 4000-4999: Books And Supplies Base 1500

Certificated support for MARS performance tasks scoring and analysis. 1000-1999: Certificated Personnel Salaries Supplemental 10000

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 Supplemental 4000

4. Full staff is participating in PD through Adams Consulting to refine strategies and units used to reflect the CC habits of mind.

Goal met

ESTIMATED ACTUAL

Appropriate grade level assessments have been administered to 6-8th grade students through Illuminate. Teachers are beginning to use this resource for locally created assessments as well as to help students reflect on their progress towards standards mastery.

Goal met

4000-4999: Books And Supplies Base 500

Release days were provided for teachers to score MARS performance tasks as well as additional scorers. Time for analysis was built in.

Goal met

1000-1999: Certificated Personnel Salaries Supplemental 3000

Structured time is provided for teachers to score and analyze performance task data for the purposes of reteaching and program placement.

Goal met

1000-1999: Certificated Personnel Salaries Supplemental 3000

Action

3

Actions/Services

PLANNED

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. Teachers will use a variety of research based instructional reading techniques (e.g., close reading).
2. Teachers will incorporate Vocabulary Development lessons to focus on academic vocabulary development and discourse to support the CCSS implementation.
3. Levels 3 and 4 Depth of Knowledge questions and diagnostic questions will be embedded in daily lessons.
4. Differentiated instruction will be provided at each level to meet students' current needs during flexible grouping (including EL, SED, Foster Youth, SWD, and GATE)
5. Formative Assessment Techniques will be embedded into daily lessons

ACTUAL

1. Teachers have adopted close reading strategies including those supported from Adams consulting.

Goal met

2. Vocabulary Development lessons are evident in some classrooms. Additional support is required.

Goal not met

3. DOK levels 3 & 4 questioning is observable in classrooms across campus.

Goal met

4. Differentiated instruction is evident in some classrooms. Increased awareness of appropriate strategies for ELL's is evident. Increased support for high achieving students and SED is needed.

Goal not met

5. Formative assessment techniques are observable in some classrooms. Increased support in checking for understanding is needed.

Goal not met

Expenditures

BUDGETED

Identify and secure additional resources, training, materials to support standards mastery. 4000-4999: Books And Supplies Base 30000

ESTIMATED ACTUAL

Additional PD/coaching, purchase of software to supplement non-fiction resources and an added support class during 0 period has been provided to support standards mastery. "Game Changers" -research based instructional book purchased for all teachers.

Materials provided for implementation of WW and GLAD strategies
Goal met
4000-4999: Books And Supplies Base 25000

Action

4

Actions/Services

PLANNED

D. Provide structured collaboration time for staff

1. Collaboration time is a focus for ensuring that professional development is implemented and improving student learning.
2. An evaluation will be completed by all participants of professional development activities.
3. 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.
4. 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.

ACTUAL

1. Collaboration time has been focused on professional development and implementation of strategies and techniques learned.
Goal met
2. Evaluations are completed by the majority of participants.
Goal not met
3. Department collaboration is provided with an emphasis on data analysis.
Goal met
4. Additional support classes have been added during the course of the school year to address student needs. Administration and teaching staff are working o revise schedule to address student needs.
Goal met

Expenditures

BUDGETED

3 release days for each grade level team/departments to collaborate and plan through instructional rounds, data analysis, unit planning, other. 1000-1999: Certificated Personnel Salaries Base 8000

The district and site administration will plan district and site-based mentoring and coaching opportunities for teachers using instructional rounds. The funding source for the salary portion of this expenditure paid by the district.

ESTIMATED ACTUAL

Teachers have expressed a desire to have flexibility in planning time (time card vs. release days) to avoid extensive time away from their instructional priorities. Time is provided with this flexibility in mind for departments.
Goal met
1000-1999: Certificated Personnel Salaries Base 6000
Through the use of TOSA's, BTSA support providers and GLADiators, mentoring and coaching support is made available to teachers.
Goal met

Action

5

Actions/Services

PLANNED

E. A district-wide writing program will be adopted through grade 6.

ACTUAL

1. 6th grade ELA teachers have implemented the CC units of study in writing by Lucy Calkins.

Expenditures

1. Implement Common Core Units of Study in Writing Curriculum by Lucy Calkins in grade 6.
2. Implement three units of study and three assessments per year per grade level.
3. Monitor implementation of the Lucy Calkins Units of Study through site level instructional rounds.
4. Analyze results of the assessments and reteach or adjust instruction as needed.

BUDGETED

Lucy Calkins Units of Study in Writing Curriculum Training (Consultant Fees)
1000-1999: Certificated Personnel Salaries Supplemental 16000

Goal met

2. 3 units of study have been implemented in grade 6.

Goal met

3. Implementation has not been supported through an instructional rounds format.

Goal not met

4. Teachers participate in PD to score and analyze the assessment results and adjust instruction as needed.

Goal met

ESTIMATED ACTUAL

School site supports substitute costs for PD participation. District covered costs for consultant.

Goal met

1000-1999: Certificated Personnel Salaries Supplemental 5000

Action

6

Actions/Services

PLANNED

F. Intervention, Extension and Acceleration programs will be provided for ALL students to extend 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. Compass Learning (ELA & Math) and Elevate (Math) to provide additional support for students not performing at grade level.
2. Train staff in materials, software and websites selected for intervention.
3. Principal will monitor the student results and progress towards proficiency.
4. School staff will implement a model of collaboration among all teachers who work with under-performing students.
5. Teacher on Assignment will provide support to coordinate and monitor implementation.

BUDGETED**ACTUAL**

1. Compass Learning data was found to demonstrate little to no return on increasing student outcomes. Elevate has demonstrated positive growth in student achievement. Site has maintained Elevate program with expansion to include 6th grade in summer program.

Goal not met

2. Staff supporting the Elevate program have received PD and support.

Goal met

3. Administration is regularly monitoring student achievement data and working with IST team to design additional support as needed.

Goal met

4. Collaboration currently occurs without a clear model for process.

Goal not met

5. TOSA provides support for AM intervention class, progress monitoring and collaboration with teachers and families.

Goal met

ESTIMATED ACTUAL

Expenditures

Tier II Interventions - Compass Learning for ELA & Math - Materials & Supplies 5000-5999: Services And Other Operating Expenditures Title I 5000

Tier II Interventions - Elevate Math 1000-1999: Certificated Personnel Salaries Title I 5000

Tier II Intervention Teachers 1000-1999: Certificated Personnel Salaries Title I 6000

.30 FTE TOSA Tier II and EL coordination, support and administration. 1000-1999: Certificated Personnel Salaries Supplemental 55000

.40 FTE TOSA Tier II and EL coordination, support and administration. 1000-1999: Certificated Personnel Salaries Title I 52000

Other Materials and supplies for extensions and enrichment programs 4000-4999: Books And Supplies Base 5000

Tier II Interventions - for ELA & Math & Study Strategies- Materials & Supplies 5000-5999: Services And Other Operating Expenditures Title I 3000

Elevate math provided as an after school and summer program.

Goal met

1000-1999: Certificated Personnel Salaries Title I 6000

TOSA supports AM intervention class. Teachers on staff are assigned to ASD support classes throughout the year. Costs paid through general staffing.

Goal met

TOSA supports EL programming, RFEP process, assessments and instructional support.

Goal met

1000-1999: Certificated Personnel Salaries Supplemental 45000

TOSA supports EL programming, RFEP process, assessments and instructional support.

Goal met

1000-1999: Certificated Personnel Salaries Title I 52000

Materials and supplies provided for PE and elective courses including: band, choir, art, ceramics, PLTW, drama and clubs.

Goal met

4000-4999: Books And Supplies Base 7000

Action

7

Actions/Services

PLANNED

G. Teachers will deliver technology embedded instruction which will provide student access to a digital learning environment. 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. Professional development in digital literacy and Google Apps for Education are provided.

ACTUAL

Student chromebook carts have been increased on site with an improved circulation plan to assist teachers in increasing access to devices for instruction. Teachers are beginning to pursue digital literacy training. Professional development opportunities are available throughout the year.
Goal not met

Expenditures

BUDGETED

Technology Instructional Software, Hardware, Materials & Supplies 4000-4999: Books And Supplies Base 75000

2 Teachers to be assigned as SysOps 1000-1999: Certificated Personnel Salaries Base 6000

Library management system 5000-5999: Services And Other Operating Expenditures Base 3000

Tynker program for 6th Grade Elective Wheel 5000-5999: Services And Other Operating Expenditures Base 6500

ESTIMATED ACTUAL

7 new chromecarts were added to the circulation as well as repairs on current devices. Software purchased to support instruction. 4000-4999: Books And Supplies Base 75000

1.5 Teachers assigned as SysOps 1000-1999: Certificated Personnel Salaries Base 5000

Follett Library Management system 5000-5999: Services And Other Operating Expenditures Base 2000

Tynker program was discontinued. Funds were allocated to NewsELA subscriptions for teachers 5000-5999: Services And Other Operating Expenditures Base 9000

	Accelerated Reader for Grade 6 5000-5999: Services And Other Operating Expenditures Base 3000	Accelerated Reader discontinued. Funds were allocated to NewsELA subscriptions for teachers 5000-5999: Services And Other Operating Expenditures Base 0
<div>Action 8</div> <div>Actions/Services</div> <div>Expenditures</div>	<div>PLANNED</div> <div>H. Using data to guide instruction and learning.</div> <div>1. Staff will continue to receive training with Illuminate in developing classroom assessments for both English Language Arts and Mathematics, and analyzing data.</div> <div>2. Principal will also receive additional training with Illuminate in how to effectively use English Language Arts and Mathematics data to monitor student growth.</div> <div>BUDGETED</div> <div>Continue with Illuminate Training on data management for staff 5800: Professional/Consulting Services And Operating Expenditures Base 3500</div>	<div>ACTUAL</div> <div>1 day Illuminate training for administrators conducted. Staff meeting time allocated to allow teacher leaders to support one another on use of Illuminate for test creation, data management and reports.</div> <div>ESTIMATED ACTUAL</div> <div>Costs built into regular salaries and work days</div>
<div>Action 9</div> <div>Actions/Services</div> <div>Expenditures</div>	<div>PLANNED</div> <div>I. Monitor the implementation of CCSS.</div> <div>1. Implement instructional rounds at least once a quarter with specific emphasis on GLAD Strategies and how EL, SWD, Low Socio-Economic, and Foster students are progressing in the classroom.</div> <div>2. Principal will review data and analyze with teachers to know every below grade level student in each class.</div> <div>3. English Learners, Students with Disabilities, Low Socio Economic Students, and Foster Students will be monitored for their success in achieving proficiency in ELA.</div> <div>BUDGETED</div> <div>3 release days per grade level for collaboration. Cost already encumbered in Action D.</div>	<div>ACTUAL</div> <div>Data analysis was completed at regular intervals. Increases in reporting to parents was implemented (mailing of report cards and progress reports for students with grades below "C").</div> <div>GLAD support provided at district Wednesdays by site GLADIators. Release time and coaching were provided. At Risk student monitoring system put into place through new IST process.</div> <div>ESTIMATED ACTUAL</div> <div>Release day costs already encumbered.</div>

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.

Sixth grade staff participated in 3 days of professional development in Writers Workshop. During collaboration, the majority of staff chose to focus on one of three key instructional practices at our school: GLAD, number talks, and Writers Workshop. Teachers had a chance to focus on instructional shifts, depth of knowledge, and differentiated instruction in math and ELA.

Achievement reflection periods at progress report timelines were conducted by teachers and academic counselors. These reflections (using grades and other data) on student progress were used to differentiate instruction in order to meet student needs. The multiple D's or F's were used as criteria for Tier 2 instructional interventions. Support was provided using TOSA and instructional aid for Tier 2 Interventions in Math and ELA, as well as ELD. Instructional software (Reflex) and reinforcing of study strategies and executive functioning skills were emphasized in the AM Learning Skills class.

This year we reduced the amount of computer based software for intervention. As students did not demonstrate anticipated growth, it was determined that a staffed instructional model would yield more positive results over a computer based intervention such as Compass Learning.

Social Emotional curriculum was discussed as a district wide initiative. As Price has seen an increased need in crisis level and counseling support, the use of the Second Step Curriculum for middle school was evaluated. The sixth grade core classes utilized the curriculum throughout this school year and found it to be less engaging for middle school students due to the elementary nature of the activities and scenarios.

Replaced computer equipment such as aging document cameras, Smartboards (replaced with flatscreen monitors), and computers. Increased access to COW's (computers on wheels - Chromebook carts containing 32 computers each).

Training: Project Based Learning conference, Pro-Act Training, Step Up To Writing and Crisis & Suicide Prevention. Teachers who attended these conferences were required to create lessons, procedures or program enhancements to utilize the learning they participated in.

Provide after school support for students through homework center. This intervention was reduced to two days per week. Provide AM study strategies class as a tier 2 intervention.

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

Sixth grade staff participated in 3 days of professional development in Writers Workshop. Three assessments were given during the year with the majority of students showing improvement. While participation was evident, fidelity to program was inconsistent. Some issues existed with unit design for 6th grade in terms of alignment to instruction, assessment and rubric. Lack of 6-8 comprehensive program was observed to be a significant issue for ongoing progress monitoring.

In addition, 3 days of release time was allocated for each grade level to participate in collaboration. The math department utilized these days for scoring and calibration of MARS assessments. The English

department focused on creating an assessment system to match the expectations for accelerated testing in the math department as well as refining scope and sequence for the language arts history block in the schedule for next year. Science focused their efforts on ensuring access for all students to appropriate lab materials, further implementation of NGSS, and exploration of resources to better prepare students for the assessment format of the CAST.

Support for Tier 2 Interventions in Math and ELA, as well as ELD. This included opening an AM intervention class, continuation of after school homework center, and analysis of master schedule to provide increased access to intervention for students in ELA, math and ELD. The district purchased software licenses for Math and ELA programs such as Reflex Math and Imagine Learning. We replaced computer equipment such as aging document cameras, Smartboards, and computers. Home and School Club helped to subsidize the cost of these programs. Stipends were provided to the teachers that provide tech support (sysop). Training: Evergreen 21st century learning conference, Teaching with Technology conference, Project Based Learning conference, Step Up To Writing, Digital Citizenship, Visible Learning, CADA, Suicide prevention and crisis intervention, and Inclusion training were provided. Teachers who attended these conferences were required to present a summary of what they learned to the staff along with any resources.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the differences are a result of overestimation. In the case of the underspend, new administration used funds conservatively due to: late allocation of site budget, history of excessive spending from site and lack of evidence for program effectiveness. Some costs were covered by the district office rather than from site funds. The overspend in technology was the result of more aging hardware than originally expected.

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.

Tier 1 Supports

Although 53% of our students met or exceeded the standard for math in the SBAC in 2015-16, our school and district average was still below the county average and left room for improvement. Part of this is the result of teachers supplementing a curriculum that was not designed based on Common Core. The heavy supplementation led to inconsistencies between grade levels and teachers. Our district has adopted a new curriculum, CPM, so a major focus next year will be implementing this curriculum to fidelity. This will allow teachers and grade levels to better align with one another. Professional development, teacher release days, and collaboration activities will be dedicated toward learning this new curriculum.

We will refine our writing program by moving to Step Up To Writing. This year however the PD will be focused at the site level and will include all English teachers grades 6-8 as well as other content areas as our emphasis on writing needs to extend cross curricular. We would like to increase the growth in writing scores during the year. Assessments will be aligned to elementary Writer's Workshop themes and timelines to allow for ongoing evaluation of student growth and needs.

We are also planning to implement changes to our Tier 1 diagnosis and intervention structure. We currently use grades and SBAC scores to identify candidates for Tier 2 services. By aligning on a common math curriculum, we plan to leverage assessment resources in the curriculum to better identify students needing tier 2 support in math. Tier 2 intervention access will be increased to include more sections of ASD math,

addition of ASD ELA courses, homeroom design for 6th grade and Study Strategies classes. Special Education has been redesigned to allow focus at resource level to better match grade level standards and curriculum, increased mainstreaming with support and Learning Skills courses with case managers.

Ongoing PD will also continue in core areas including GLAD, Digital citizenship and differentiation. We will focus on creating assessment teams as a collaboration model allowing more informed analysis of the base instructional program and student growth/needs.

We currently support an instructional aid for our ELD students in their core classes. We plan to increase the time for this individual as there were previously two people in this position.

In the area of technology, with subsidization from our Home and School Club, we will continue to invest in software such as Reflex Math, Imagine Learning, and our library system. Our next priority is to maintain existing investments in Chromebooks. Our 3rd priority is to continue replacing our aging SmartBoard technology with flat screen TVs. Flat screen TVs are almost half the cost, do not require costly bulb replacements, and have much better longevity. Our long term goal is to achieve a device ratio of 1:2, 1 class set for every 2 teachers.

Enrichment opportunities were a common request from parents both in our parent survey and parent forums such as principal coffees as well as from staff and students. Enrichments opportunities will be provided in the form of activities such as:

- Extended day opportunities - examples include Odyssey of the Mind, Math Olympiad, Math Counts and other various clubs.
- Increasing and updating elective options to include: computer coding, nutrition, digital art, journalism, mock trial and debate, etc...
- * Restructuring instructional minutes to allow students equal access to enrichment without sacrificing their need for intervention.

Our Tier 2 interventions this year were limited and sometimes offered outside of the instructional day which limits attendance. The following changes are being planned for next year:

- adjusting the master schedules to allow intervention opportunities for every qualifying student
- balancing the need for enrichment and intervention
- providing ongoing progress monitoring to ensure students are able to move in and out of support classes as needed.

Next year, we also need to continue our growth with supporting our English Learners in the context of the new ELD standards. These standards focus on integrated and designated ELD time. For integrated ELD time, we will continue maintaining a focus on using GLAD instructional practices in the class room. For designated ELD time, we will be placing ELD sections in the schedule organized by CELDT level rather than by grade level. Next year, we are planning to:

- * Provide both integrated and designated ELD as the former schedule did not support this design.

- target all CELDT level 1 and 2 EL students for ImagineLearning (this year it was just newcomer Level 1 EL students)
- provide dedicated technology (iPads) for newcomer students

Annual Update

LCAP Year Reviewed: 2016-17

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	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

a. Highly Qualified Teachers: all teachers placed at Price this year were highly qualified (i.e. credentialed with CLAD clearance). Per the SARC, 100% of teachers are properly credentialed and are properly assigned.

b. Participation in professional development opportunities: Teachers participated in a variety of professional development. At the district level, 6th grade ELA teachers participated in 3 days of Writer's Workshop training, all teachers received 1 day in Visible Learning, ELD/GLAD training, and Health training for 7th grade Science teachers. At the site level, teachers participated in professional development on Game Changers and neuroscience, GLAD, and instructional rounds. Teachers also had access to a TOSA who supported them by modeling lessons, working with them after school, and providing advice and feedback.

c. Level of staff satisfaction from professional development surveys: Staff satisfaction with district PDs were measured and shared. Staff development survey responses to site coordinated teacher-inservice days and early release Wednesdays indicated 90% positive responses to effective use of time and applicability to current needs.

d. BTSA Support was provided by the district for 2 new teachers. The district held bi-monthly new teacher network meetings to provide professional development, collaboration and resources to participating teachers on a voluntary basis.

e. School wide and district leadership opportunities: Teachers had opportunities to participate as leaders in several ways. The Curriculum Leadership Council at the District level and the PBIS and Leadership teams at the site level provided leadership opportunities. They also had opportunities to participate on the District Math Adoption

Committee which went through the math adoption process this year. District promoted 5 internal candidates to be assigned as Teachers on Special Assignment. 8 teachers were supported to attain GLAD trainer certification. Site and grade level leadership representation on the Curriculum Leadership Council, District LCAP Committee, SysOps, and the Faculty Senate. Summer School administrator was also provided.

f. Placement of university student teachers: One student teachers was placed at Price this year in the area of Science.

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		
Actions/Services	<p>PLANNED</p> <p>Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff</p> <ol style="list-style-type: none"> 1. Research-based instructional strategies 2. Common Core State Standards (CCSS) 3. Next generation Science Standards (NGSS) 4. Integration of instructional technology 	<p>ACTUAL</p> <p>Teachers participated in a variety of professional development. At the district level, 6th grade ELA teachers participated in 3 days of Writer's Workshop training, all teachers received 1 day in Visible Learning, ELD/GLAD training, and Health training for 7th grade Science teachers. At the site level, teachers participated in professional development on Game Changers and neuroscience, GLAD, and instructional rounds. Teachers also had access to a TOSA who supported them by modeling lessons, working with them after school, and providing advice and feedback. Science teachers had additional training in new Health curriculum.</p> <p>Goal met</p>	
Expenditures	<p>BUDGETED</p> <p>GLAD; Writer's Workshop; PBL; ELA/ELD Framework Training with SCCOE; District Support through LCAP Game Changers & Neuroscience approaches with Julie Adams 5800: Professional/Consulting Services And Operating Expenditures Supplemental 22000</p>	<p>ESTIMATED ACTUAL</p> <p>Game Changers & Neuroscience approaches with Julie Adams 5800: Professional/Consulting Services And Operating Expenditures Supplemental 11750</p>	

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.

- a. **Highly Qualified Teachers:** Only fully credentialed teachers with CLAD clearance were accepted during the hiring process. Price hired 2 teachers, both had more than 2 years experience. All of the teachers were supported through department leads.
- b. **Participation in professional development opportunities:** Teachers participated in a variety of professional development. At the district level, 6th grade ELA teachers participated in 3 days of Writer's Workshop training, all teachers received 1 day in Visible Learning, ELD/GLAD training, and Health training for 7th grade Science teachers. At the site level, teachers participated in professional development on Game Changers and neuroscience, GLAD, and instructional rounds. Teachers also had access to a TOSA who supported them by modeling lessons, working with them after school, and providing advice and feedback. Science teachers had additional training in new Health curriculum.
- c. **Level of staff satisfaction from professional development surveys:** Staff satisfaction with district PDs were measured and shared. The level of satisfaction varied depending on the PD. The results were used to drive future PD choices and structure.
- d. **BTSA program for all eligible Price teachers:** Both of the BTSA-eligible teachers at Price participated in BTSA and had a BTSA mentor.
- e. **School wide and district leadership opportunities:** Teachers had opportunities to participate as leaders in several ways. The Curriculum Leadership Council at the District level and the PBIS and Leadership teams at the site level provided leadership opportunities. They also had opportunities to participate on the District Math Adoption Committee which went through the math adoption process this year. District promoted 5 internal candidates to be assigned as Teachers on Special Assignment. 8 teachers were supported to attain GLAD trainer certification. Site and grade level leadership representation on the Curriculum Leadership Council, District LCAP Committee, SysOps, and the Faculty Senate. Summer School administrator was also provided.
- f. **Placement of university student teachers:** One student teachers was placed at Price this year in the area of Science.

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

- a. **Highly Qualified Teachers:** By only hiring fully credentialed teachers, and supporting them with a TOSA and the BTSA program, the teachers were more easily able to integrate into Price's programs and instructional practices, resulting in a smooth transition.
- b. **Participation in professional development opportunities:** Ongoing programs for professional development like Writer's Workshop, focused on assessment of student work. Feedback from teachers indicated that they felt well prepared for assessment, and desired more focus on conferencing and mini-lessons. All teachers participated in collaboration. Including more structure and a common focus for all grade levels may have made the collaboration more effective because teachers would have had a common area to

debrief on. As needed, teachers also had access to a TOSA who supported them by modeling lessons, working with them after school, and providing advice and feedback.

c. Level of staff satisfaction from professional development surveys: Staff satisfaction with district PDs were measured and shared. The level of satisfaction varied depending on the PD. The results were used to drive future PD choices and structure. Administrators had a clear picture of the staff needs that were met and not met after each professional development.

d. BTSA program for all eligible Price teachers: Both of the BTSA-eligible teachers at Price participated in BTSA and had a BTSA mentor. See (a) above.

e. School wide and district leadership opportunities: Multiple opportunities for leadership existed at the site level and the district level. Growing teacher leadership capacity continues to be an area where we can make more growth. Levels of satisfaction for professional development offered by staff (rather than paid contractors) is almost always higher.

f. Placement of university student teachers: One student teachers was placed at Price this year in the area of Science. The student teacher was included in staff meetings and collaboration when possible.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference is a result of overestimating the amount that would be needed. District covered some costs for PD and materials that were budgeted for the site.

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.

In the area of professional development, teachers frequently report feeling overwhelmed by the number of initiatives, technologies and instructional practices they are asked to learn. Emphasizing a school wide writing curriculum will be a priority using site-based professional development funds and time.

In addition, another major focus will be on our new math curriculum. The new math curriculum will be supported at the district level, site level. Part of the professional development in both of these areas (math and writing) will be implemented through data-driven collaboration at the grade level to guide instructional planning and practice. Because our SED and Hispanic student groups both scored lower in our state testing for math and ELA, these groups will be monitored and targeted for improvement. Time will be provided in the form of release days as well as Wed afternoon site collaboration time to support these efforts. Dedicated collaboration, creating formative assessments, or other actions are examples of activities collaboration teams might engage in after analyzing student data.

Continued PD will be provided in GLAD to ensure our staff becomes fully certified. Opportunities for differentiation, number talks, Project Based Learning, technology and 21st Century skills will continue to be made available throughout the year.

This year we revised the master schedule to include new Tier 2 interventions for ELA, Math, ELD and study strategies. A revision for special education students was also designed for the 2017-2018 school year.

We also piloted an online program for Newcomer English Learners called ImagineLearning. We will be exploring additional supplemental resources for middle school ELD.

Annual Update

LCAP Year Reviewed: 2016-17

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	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The District Leadership and Site PBIS Teams meets regularly to review, analyze, recommend, and implement actions as outcomes of data, particularly from surveys, attendance and discipline data collected at the beginning of year, and at the end of the each trimester throughout the year.

- a. Decrease major office referrals rates
- b. Decrease suspensions and expulsion rates
- c. Maintain or increase attendance rates to: 98%
- d. Maintain or increase PBIS SET rate to: 95%

ACTUAL

A. Office Referrals (number of Referrals)

2014/15: 443
2015/16: 463
2016/17: 918

B. Suspensions Rate (Number of Suspensions) Expulsions)

2014/15: 49
2015/16: 97
2016/17: 50

Expulsion Rate (Number of

2014/15: 0
2015/16: 0
2016/17: 0

3. Average Daily Attendance

- a. 2014/15: 96.5%
- b. 2015/16: 97.2%
- c. 2016/17: 96.5%

4. The district PBIS team determined that the PBIS Tiered Fidelity Inventory (TFI) was a more rigorous measurement of our ability to meet PBIS goals. The TFI results were TBD

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

Actions/Services

PLANNED

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. Attendance letters will be sent regularly for students that have excessive absences.
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.

BUDGETED

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 5000

School support, administration, and regular education activities, supplies, materials, and contract services. 5000-5999: Services And Other Operating Expenditures Base 130000

Administration Support 1000-1999: Certificated Personnel Salaries Base 12000

ACTUAL

Attendance rates have been relatively consistent. Attendance letters and meetings with the assistant principal and school counselor were effective in improving attendance for some students. SARB process was followed as appropriate. Goal met

Expenditures

ESTIMATED ACTUAL

Attendance and discipline records were monitored. On site resource personnel were utilized for interventions. Costs not incurred.

Copy machine costs, consumable supplies, contract services for leased equipment 5000-5999: Services And Other Operating Expenditures Base 125500

Teacher in charge - administrative support was utilized as needed. Certificated noon duty support was provided in Spring. 1000-1999: Certificated Personnel Salaries Base 7000

Action

2

Actions/Services

PLANNED

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 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.

ACTUAL

PROUD program was revamped by the PBIS team. Implementation remains at high levels. IST process supported consistent monitoring of student needs. Parent involvement remained consistent. Counselor and TOSA were able to support coordination of staff to facilitate meeting student needs and maintaining communication.

Tier II strategies are still evolving.

Goal partially met

	<p>3. Early detection/prevention - Improve student engagement behavior in the classroom by identifying early and appropriate interventions to help all students learn.</p> <p>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.</p> <p>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.</p>	
Expenditures	<p>BUDGETED</p> <p>The PROUD Program - a consistent language and behavioral language and behavioral standards will be established. 5000-5999: Services And Other Operating Expenditures Base 7000</p> <p>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</p> <p>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 Base 600</p> <p>PBIS Incentive Program for Students and Staff 4000-4999: Books And Supplies Base 5000</p> <p>2 full days will be set for site team to meet and plan site activities 1000-1999: Certificated Personnel Salaries Base 1500</p>	<p>ESTIMATED ACTUAL</p> <p>PROUD program consistently implemented and revisited throughout the school year staff wide. 5000-5999: Services And Other Operating Expenditures Base 5000</p> <p>Site team met and reviewed data to support planning. 1000-1999: Certificated Personnel Salaries Base 600</p> <p>Site leads attended district PBIS days. Only one lead required sub coverage. 1000-1999: Certificated Personnel Salaries Base 300</p> <p>PBIS incentives were provided. ASB covered more costs than previous years. 4000-4999: Books And Supplies Base 2000</p> <p>Site team met on 2 release days to plan school activities. 1000-1999: Certificated Personnel Salaries Base 1500</p>
Action	<p>3</p>	
Actions/Services	<p>PLANNED</p> <p>C. Staff will develop a plan to provide and offer a variety of club offerings and enrichment activities to meet the interests and abilities of all students.</p>	<p>ACTUAL</p> <p>Staff provided some club offerings and enrichment activities to meet the interests and abilities of students. This is an area for growth.</p> <p>Goal not met</p>
Expenditures	<p>BUDGETED</p> <p>Enrichment and other student activities and clubs will be developed/maintained including but not limited to NJHS, Disney Club, LGBT, Campus Life, etc... Time for student access for a variety of activities in a safe and structured environment throughout the day. 1000-1999: Certificated Personnel Salaries Base 10000</p>	<p>ESTIMATED ACTUAL</p> <p>Enrichment and other student activities and clubs were developed/maintained including but not limited to NJHS, Disney Club, LGBT, Campus Life, etc... Time for student access for a variety of activities in a safe and structured environment throughout the day. 1000-1999: Certificated Personnel Salaries Base 4000</p>

Project Cornerstone 5000-5999: Services And Other Operating Expenditures Base 1000

Sports, school clubs, book clubs 4000-4999: Books And Supplies Base 2500

Connect the Dots for 7th Grade 4000-4999: Books And Supplies Base 7500

Service opportunities through Quest 4000-4999: Books And Supplies Base 500

Project Cornerstone 5000-5999: Services And Other Operating Expenditures Base 1000

Sports, school clubs, book clubs 1000-1999: Certificated Personnel Salaries Base 18000

Connect the Dots for 7th Grade. Program costs covered through ASB. 1000-1999: Certificated Personnel Salaries Base 600

Service opportunities through Quest 4000-4999: Books And Supplies Base 0

Action

4

Actions/Services

PLANNED

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

BUDGETED

School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. (8 hours) 5800: Professional/Consulting Services And Operating Expenditures Base 6000

An additional 12 hours of counseling through AVCS provided by site. 5800: Professional/Consulting Services And Operating Expenditures Base 9000

6 additional hours of counseling is funded by Xilinx grant 5800: Professional/Consulting Services And Operating Expenditures Base 4500

ACTUAL

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.
Goal met
2. School psychologists also provides counseling on death of a family member, bullying, school anxiety and social issues.
Goal met
3. Study Study Team Process in employed for students who are struggling academic due to emotional, social, mental, and/or academic challenges.
Goal met
4. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support
Goal not met

ESTIMATED ACTUAL

School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. (8 hours) 5800: Professional/Consulting Services And Operating Expenditures Base 6000

An additional 12 hours of counseling through AVCS provided by site. 5800: Professional/Consulting Services And Operating Expenditures Base 9000

6 additional hours of counseling is funded by Xilinx grant

Not encumbered in school budget as Xilinx paid vendor directly. 5800: Professional/Consulting Services And Operating Expenditures

Expenditures

Student Study Process 5000-5999: Services And Other Operating
Expenditures Base 2000

Student Study Process
Sub release for meeting participation
2000-2999: Classified Personnel Salaries Base 2000

Action

5

Actions/Services

PLANNED

E. Staff will establish a 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.

ACTUAL

E. Staff will establish a survey on school safety and climate.

1. Staff will establish a student survey on school safety and climate using the Healthy Kids survey.
Survey administered
Costs paid by district
Goal met
2. Staff will survey parents on school safety and climate.
LCAP survey had high Price participation
Costs paid by district
Goal met

Expenditures

BUDGETED

Healthy Kids Survey will be administered via online. 5000-5999: Services
And Other Operating Expenditures Base 250

ESTIMATED ACTUAL

Healthy Kids Survey will be administered via online.

Action

6

Actions/Services

PLANNED

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 in case of emergencies.

1. Staff will revise and develop a 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.

ACTUAL

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 in case of emergencies.

1. Staff revised and developed a comprehensive Safe School Plan.
Goal met
2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan.
Goal met
3. Parents and community members will be apprised of the Safe School Plan.
Home and School Club discussed needs for next steps and will be supporting emergency supplies.
Goal met

Expenditures

BUDGETED

Ensure sufficient supervision during recesses. 2000-2999: Classified Personnel Salaries Base 5000

Noon Duty Supervision 2000-2999: Classified Personnel Salaries Base 16000

ESTIMATED ACTUAL

Ensure sufficient supervision during recesses. Certificated support added when needs arose. 1000-1999: Certificated Personnel Salaries Base 4000

Noon Duty Supervision 2000-2999: Classified Personnel Salaries Base 16000

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 support, administration, and regular education activities. This includes support for office supplies, classroom supplies, paper, and contract for copy machine.

Monitor student attendance and discipline records. Attendance was monitored through the district-wide service, A2A. This service automatically sends letters and notifications for excessive trancies and absences, and assists in tracking students who have chronic attendance issues.

Services will be provided to meet the emotional, behavioral and mental needs of students. Student Study Team Process is employed for students who are struggling due to emotional, social, mental, and/or academic challenges. We held approximately 24 SST meetings. Additional counseling services via Almaden Valley Counseling was also provided.

In addition to our campus counselor and TOSA, we had a counselors on site approximately 4 days a week for most of the year. We had a consistent waiting list. 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 in case of emergencies. This safety school plan was developed in collaboration with the district. We executed monthly fire drills, 1 lockdown drill, and 2 earthquake drills.

To assist in maintaining a safe school environment, we funded approximately 5 noon duty supervisors.

Staff refined programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff. This was implemented through our PBIS program which consists of several elements:

- PBIS matrix support
- Connect the Dots
- Restorative Justice practices
- * Kindness Week

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

Positive Behavior Interventions and Supports (PBIS), includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. Our PBIS team met 5 times, planned our yearly kickoff and mid-year reboot assisted by PNN. We used data from our data tracking system, SWIS, to determine focus areas for behavior. We implemented a "kindness initiative" mid year that lasted 7 weeks.

School support, administration, and regular education activities. This includes support for office supplies, classroom supplies, paper, and contract for copy machine. Monitor student attendance and discipline records. Attendance was monitored through the district-wide service, A2A. Our effectiveness in monitoring students went up dramatically. Approximately 206 students were identified and contacted (approx 20%) of our population. Eight recommendations were made for SARB.

Services will be provided to meet the emotional, behavioral and mental needs of students. Student Study Team Process in employed for students who are struggling due to emotional, social, mental, and/or academic challenges. AM study strategies class was added to support students identified. Additional counseling services via Almaden Valley Counseling was also be provided. Collectively, these services were effective in the sense that they allowed us to identify students with extra needs, and get them the interventions, accommodations (504 Plan), or services (Special Education) that they needed. We also established a better tracking system for students as they move through the different layers of interventions.

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 in case of emergencies. This school safety plan was developed in collaboration with the district. We were effective in more efficiently practicing fire drills, earthquake, and lockdown drills. Our fired drill time and attendance accuracy improved throughout the year.

Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying. Office referrals showed a dramatic increase as the system of accounting for referrals was revised. This will be used as baseline data moving forward. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. Suspensions were significantly reduced from the previous year. Overall, behavior issues were low.

One area that needs attention is a comprehensive counseling program with multiple tiers of support. Incidences of anxiety, depression and associated behaviors increased dramatically as the year went on. The school will begin to track this data to ensure interventions provided are effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated expenditures for administrative support were much higher than needed. Costs to cover lack of donations for sports participation remain an area significantly underestimated. Program costs for Connect the Dots was covered through ASB funds. Donation requests are not sufficient to cover overhead for smaller teams and collection percentage overall was lower. Clubs and other enrichment opportunities were limited. Funds allocated were not utilized as a result.

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.

A major concern for the middle school is the support provided for students experiencing anxiety, depression, suicidal thoughts, eating disorders and other social/emotional concerns. The site is working with the Pupil Services department to craft a tiered system of intervention support from increasing access to school counselors to AVC to therapist support.

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 in case of emergencies. This safety school plan was developed in collaboration with the district. We were effective in more efficiently practicing fire drills, earthquake, and lockdown drills. Based on an evaluation of our readiness to do a full evacuation with a release of students to parents, we will be focusing on developing and practicing a stage 2 release plan - where students are safely released to their parents or guardians.

We would like to increase students' opportunities at lunch to participate in clubs and other organizations of interest. These activities support social/emotional development, provide students with a more integrated sense of belonging in their school, and provide greater choice (potentially reducing behavior issues) during unstructured time. Staff will increase opportunities and access to clubs, electives, and sports.

An inclusive environment is an important element in creating a positive school culture. This year we discussed a program called Unified Sports which brings our gen ed and special education students together to participate in an organized sports activity over the period of several weeks. We will be participating in this program next year, with the goal of bringing students into the program.

In addition, our referral rate did rise this year. This could be the result of new administration and a new referral procedure. The PBIS team has reviewed the criteria for referrals and will be making this a focus area for our staff next year. In reviewing the SWIS data, the majority of the referrals were for classroom behavior or student conflicts. In collaboration with the PBIS team, the TOSA position funded by the site will support the school counselor to ensure conflicts are resolved and that follow up is provided.

Annual Update

LCAP Year Reviewed: 2016-17

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 ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% participation/attendance in school events, activities, and functions
2. 15% increase in parent involvement in school committees
3. 100% attendance at parent/teacher conferences
4. Increase in translation services of English Learner parents
5. 15% increase in parent education and parenting classes

ACTUAL

1. Participation/attendance in school events, activities, and functions was high. 100% participation is not a realistic goal.
Goal not met
2. 15% increase in parent involvement in school committees - data unavailable to quantify. Reportedly increased attendance in HSC, ELAC and SSC
Goal met
3. 100% attendance at parent/teacher conferences - Conferences at the middle school are scheduled on an as needed basis.
Goal met
4. Increase in translation services of English Learner parents - Service provided by district
Goal met
5. 15% increase in parent education and parenting classes
Goal not met

Supporting data

Parent Participation/Attendance in school events, activities, and functions: As measured by the level of fundraising, parent participation at community events such as the Parent's Night Out and Price Fiesta were increased over recent years.

Community participation on the annual District LCAP community survey:

a. 2014/15: 382 Respondents

b. 2015/16: 318 Respondents

c. 2016/17: 978 Respondents

Price Community participation LCAP survey:

a) 2016/17: 342 respondents

a. District LCAP Committee: 1 parent from Price

b. District DELAC Committee: 1 parent from Price

c. School Site Council: 5 parents

d. English Language Learner Advisory Council: 7 parents

e. Principal Coffees: very limited attendance at first event. Incoming 6th grade coffee pending

f. School Tours: 2 school tours held on 3/3, 4/14 with attendance ranging between 2-4 attendees.

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

Actions/Services

PLANNED

A. Staff will provide multiple opportunities to parents to provide input to programs and progress.

1. Staff will establish communication protocols to utilize both electronic and traditional media sources, i.e. school newsletters, School messenger, school website.

ACTUAL

A. Staff will provide multiple opportunities to parents to provide input to programs and progress.

1. Staff will establish communication protocols to utilize both electronic and traditional media sources, i.e. school newsletters, School messenger, school website.

Expenditures

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, 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 student progress.

5. Staff will conduct a comprehensive annual survey to garner input from parents and community members.

BUDGETED

Communication and translation/interpreter services as needed. 5000-5999: Services And Other Operating Expenditures Base 3000

Implement Parent Information events and activities (i.e., Principal Coffees, Open House, Back to School, Middle School Orientation, etc.) 4000-4999: Books And Supplies Base 5000

Community Survey will be administered through Schoolwires. This cost will be funded by the district. 5000-5999: Services And Other Operating Expenditures

Title I Parent Information Night

Communication will also be provided in multiple languages, especially Spanish.

Goal met

2. Implement Parent Information events and activities (i.e., Principal Coffees, Open House, Back to School, Middle School Orientation, etc.)

Goal met

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.

Goal met

4. Through written communication, staff will keep parents informed on student progress.

Goal met

5. Staff will conduct a comprehensive annual survey to garner input from parents and community members.

Goal met

ESTIMATED ACTUAL

Communication and translation/interpreter services as needed. On site staff available to provide support during their work day. No additional costs incurred.

Implement Parent Information events and activities (i.e., Principal Coffees, Open House, Back to School, Middle School Orientation, etc.) 4000-4999: Books And Supplies Base 2000

Community Survey was administered. This cost was funded by the district.

Title I Parent Information Night supported by district

Action

2

Actions/Services

PLANNED

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.

ACTUAL

B. Staff maintained standing committees in which information is provided and ideas sought concerning the school.

1. Home & School Club. Staff worked alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students.

Expenditures	<p>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.</p> <p>BUDGETED Home & School Club. 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 2500 Parent Coffees, SSC & ELAC Meetings Materials & Supplies. 4000-4999: Books And Supplies Base 2000</p>	<p>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.</p> <p>Goal Met</p> <p>ESTIMATED ACTUAL Home & School Club. Staff worked alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students. 4000-4999: Books And Supplies Base 1000 Parent Coffees, SSC & ELAC Meetings Materials & Supplies. 4000-4999: Books And Supplies Base 1500</p>
Action	<p>3</p> <p>PLANNED C. Parent Education, Parenting Classes and volunteer opportunities will be established to help parents partner in their child's education.</p> <p>1. Provide Parenting classes and/or curriculum support nights 2. Increase college resources for students and parents, i.e., staff will plan a College Day or Week</p>	<p>ACTUAL C. Parent Education, Parenting Classes and volunteer opportunities will be established to help parents partner in their child's education.</p> <p>1. Provide Parenting classes and/or curriculum support nights 2. Increase college resources for students and parents, i.e., staff will plan a College Day or Week</p> <p>Goal not met</p>
Expenditures	<p>BUDGETED Provide Parenting classes and/or curriculum support nights 5800: Professional/Consulting Services And Operating Expenditures Title I 2000</p> <p>College day/week costs 4000-4999: Books And Supplies Supplemental 5000</p>	<p>ESTIMATED ACTUAL Parenting classes and/or curriculum support nights provided by the district Goal met</p> <p>College day/week costs Goal not met</p>

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.

1. Parent Participation/Attendance in school events, activities, and functions: These events included the Price Fiesta, Parent's Night Out, POW, Back To School night, Open House. All of these events relied heavily on parent volunteers, and several of the events were organized by Home and School Club. Parents were solicited and invited using several means including Price newsletter, School messenger, signupgenius.com, signs at the entrance to the school, and electronic reminders via email, text, etc.

2. Parent involvement in school committees, parent/teacher conferences, and information forums: Parents were solicited and invited using several means including Price newsletter, School messenger, signupgenius.com, signs at the entrance to the school, and electronic reminders via email, text, etc.

3. Parent participation in parent education and parenting classes. The parent education class through Project Cornerstone was held on a district-wide level.

4. Request for translation services at various meetings. Our staff moved from using bilingual staff as translators to a phone translation service provided by the district. The service was used primarily at conferences.

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

1. Parent Participation/Attendance in school events, activities, and functions: As measured by fundraising, parent participation at community events such as the Pumpkin Walk and Game On Farnham was at roughly the same level as recent years. Events that were not fundraisers such as Movie Night, Back To School Night, Family Science Night/Science Fair etc. were well attended. Family Science Night/Science Fair had approximately 150 families attend based on sign in sheets.

2. Parent involvement in school committees, parent/teacher conferences, and information forums: Parent involvement in parent/teacher conferences was high based on teacher feedback. Filling parent positions on ELAC, SSC, and Home and School Club was more of a challenge and took additional effort. Our SSC consisted of 5 parent members. Our ELAC consisted of 3 parents who were regular attendees. Our HSC was able to fill out it's board but was challenged to fill all of the coordinator positions. We were able to fill the positions on these committees but not to excess. Our Parent Coffees were attended by roughly 20 parents in each of the 4 coffees. Our school tours consisted of 20-30 parents. Our Garden Adventures program had difficulty staffing a parent for each classroom.

3. Parent participation in parent education and parenting classes. The parent education class through Project Cornerstone was held on a district-wide level.

4. Request for translation services at various meetings. Based on staff feedback, the translation service met its purpose. Some staff continued to indicate a preference for having a person present.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Communication and translation/interpreter services provided using on site personnel. On site staff available to provide support during their work day. No additional costs incurred.

Parent only events have been poorly attended at the middle school. Estimated costs not used.

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.

Parent only events are poorly attended at the middle school. Events designed for parents and students yield significantly better results. Staff will work on supporting identified areas of priority with family designed involvement (activity based nights, guest speakers capable of balancing the audience, etc...).

Involvement/participation in our parent groups has increased this year. This is a trend we would like to continue. Reaching out to our incoming 6th grade families early on to help build connections and connect families with the different volunteer and participation opportunities will remain a priority.

Implementing a college day/week event that incorporates family and community participation will be a focus.

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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. Principal coffee held to review 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 2017. 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. CELDT scores
4. English Learner Re-designation rates
5. Results from the Community LCAP Survey
6. 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. An interest in elective opportunities that provide more variety and current technological strands was desired from all stakeholder groups.
- * Many parents expressed frustration over the need for students to enroll in a 0 period PE course in order to obtain electives due to the need for intervention courses. This was viewed as an inequity for special education students and ELL's.
- Parents also expressed 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 security based on the break ins 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...
- 6th grade teachers considered the PD on writing curriculum (Lucy Calkins Writers Workshop) less effective the last two years than it could have been. It was unanimously agreed that a comprehensive writing program that spans 6-8 and incorporates writing in English classes as well as other curricular areas is critical. Step Up to Writing was suggested as the primary area of PD for the coming school year.

- 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 increase school counselors and higher level mental health support needs.

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

- *Adjust TOSA job description to support the needs of the school counseling department.
- *Continue working to increase parent involvement
- *Integrate writing across the curriculum
- *Alignment on math curriculum
- *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)
- *Lack of space continues to be an ongoing challenge challenge for supporting enrichment and intervention activities.
- *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 the new math curriculum. Parent education on the new curriculum with an emphasis on resources available to them to help their child.
- *Training and implementation of Step Up to Writing across site
- *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.
- *Adjust job duties of site TOSA to support school counseling needs
- *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.

☐ New ☐ Modified ☒ Unchanged

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
 COE ☐ 9 ☐ 10
 LOCAL

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	2015-2016 Baseline Data 1. CCSS Interim Assessment			

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

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.

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

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New
 ☒ Modified
 ☐ Unchanged

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

2018-19
☐ New
 ☐ Modified
 ☐ Unchanged
2019-20
☐ New
 ☐ Modified
 ☐ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount	5600
Source	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.
Amount	26000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

	Purchase materials to provide basic classroom supplies essential to CC implementation needs				
Amount	5000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies Provide support to all Science classrooms for consumable lab supplies and replacement of equipment as needed.	Budget Reference		Budget Reference	
Amount	2000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Science lead teachers to receive planning time for further development of CC lessons supporting new testing requirements.	Budget Reference		Budget Reference	
Amount	15000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies General supplies for instruction	Budget Reference		Budget Reference	

Action 2

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New ☒ Modified ☐ Unchanged

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.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES**2017-18**

Amount	5000
Source	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.
Amount	3000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SVMi Consultant to support MARS performance tasks scoring and analysis.
Amount	5000

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	

Source	Base	Source		Source	
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).	Budget Reference		Budget Reference	

Action 3

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	6000
Source	Supplemental
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...
Amount	18000
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 extended day EL support.

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **4**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners
 ☐ Foster Youth
 ☐ Low Income
Scope of Services
☐ LEA-wide
 ☐ Schoolwide
 OR
 ☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:
ACTIONS/SERVICES

2017-18

☐ New
 ☒ Modified
 ☐ Unchanged

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.

2018-19

☐ New
 ☐ Modified
 ☐ Unchanged

2019-20

☐ New
 ☐ Modified
 ☐ Unchanged
BUDGETED EXPENDITURES

2017-18

Amount 10000

2018-19

Amount

2019-20

Amount

Source	Base	Source		Source	
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.	Budget Reference		Budget Reference	
Amount	1000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training for use of Illuminate program Training for assessment team procedures and implementation	Budget Reference		Budget Reference	

Action 5

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☒ Modified ☐ Unchanged

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.

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	30000
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase of 6-8 Writing Program materials for all teachers
Amount	5000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training consultant fees for 2 full PD days

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **6**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New ☒ Modified ☐ Unchanged

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.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES**2017-18**

Amount	5000
Source	Title I
Budget Reference	4000-4999: Books And Supplies Tier II Interventions - ASD and other support classes for ELA, Math and Study Skills- Materials & Supplies

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Amount	5000	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Tier II Interventions - Elevate Math after school program	Budget Reference		Budget Reference	
Amount	8000	Amount		Amount	
Source	Title I	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Tier II Intervention - Elevate Math summer program	Budget Reference		Budget Reference	
Amount	45000	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries .50 TOSA assigned to support with academic counseling duties and provide intervention.	Budget Reference		Budget Reference	
Amount	45000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries .50 TOSA assigned to support with academic counseling duties and provide intervention.	Budget Reference		Budget Reference	
Amount	8500	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	4000-4999: Books And Supplies Other Materials and supplies for electives, extensions and enrichment programs	Budget Reference		Budget Reference	

Action 7

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

Students to be Served
☒ All
 ☐ Students with Disabilities
 ☐ [Specific Student Group(s)]
Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners
 ☐ Foster Youth
 ☐ Low Income
 Scope of Services
☐ LEA-wide
 ☐ Schoolwide
 OR
 ☐ Limited to Unduplicated Student Group(s)
 Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:
 ACTIONS/SERVICES

2017-18

☐ New
 ☒ Modified
 ☐ Unchanged

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 COWs.

2018-19

☐ New
 ☐ Modified
 ☐ Unchanged

2019-20

☐ New
 ☐ Modified
 ☐ Unchanged
 BUDGETED EXPENDITURES

2017-18

Amount 30000

Source Base

2018-19

Amount

Source

2019-20

Amount

Source

Budget Reference	4000-4999: Books And Supplies Technology Instructional Software, Hardware, Materials & Supplies including support of new course offerings	Budget Reference		Budget Reference	
Amount	6000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries 2 Teachers to be assigned as SysOps	Budget Reference		Budget Reference	
Amount	36000	Amount		Amount	
Source	Base	Source		Source	
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.	Budget Reference		Budget Reference	
Amount	36000	Amount		Amount	
Source	Supplemental	Source		Source	
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.	Budget Reference		Budget Reference	

Action **8**[Students to be Served](#)

All



Students with Disabilities

[\[Specific Student Group\(s\)\]](#)

OR

[ACTIONS/SERVICES](#)[BUDGETED EXPENDITURES](#)Action **9**

Students to be Served

All



Students with Disabilities

[Specific Student Group(s)]

OR

ACTIONS/SERVICESBUDGETED 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.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL		
Identified Need	<p>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).</p> <p>Major focus areas this year will be:</p> <ol style="list-style-type: none"> 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. <p>Metrics:</p> <ol style="list-style-type: none"> 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
a. Highly Qualified Teachers	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		
c. Level of staff satisfaction from professional development surveys	Lower satisfaction for PD led by outside vendor	Raise satisfaction via teacher-led PD		
d. BTSA program for all eligible Price teachers	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		
f. Placement of university student teachers	One placed in 7th grade Science	One scheduled for 7th grade Social Studies		

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

☒ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New ☒ Modified ☐ Unchanged

Teachers will be provided time and opportunities to collaborate cross grade level including articulation with the high school.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES**2017-18**

Amount	600
Source	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).
Amount	600
Source	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.

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **2**

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

Students to be Served
☒ All
 ☐ Students with Disabilities
 ☐ [Specific Student Group(s)]
Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners
 ☐ Foster Youth
 ☐ Low Income
 Scope of Services
☐ LEA-wide
 ☐ Schoolwide
 OR
 ☐ Limited to Unduplicated Student Group(s)
 Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:
 ACTIONS/SERVICES**2017-18**
☐ New
 ☒ Modified
 ☐ Unchanged
 2018-19
☐ New
 ☐ Modified
 ☐ Unchanged
 2019-20
☐ New
 ☐ Modified
 ☐ Unchanged

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.

BUDGETED EXPENDITURES**2017-18**

Amount

5000

Source

Supplemental

Budget
Reference

5800: Professional/Consulting Services And Operating Expenditures
Along with educational consultants Julie Adams and Steve Ventura, SVMl math coach, science consultant, research and provide additional PD opportunities for content specific teachers and staff. Consultant fees.

2018-19

Amount

Source

Budget
Reference**2019-20**

Amount

Source

Budget
Reference

Action **3**

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

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]Location(s)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

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.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ UnchangedBUDGETED EXPENDITURES

2017-18

Budget
Reference

5800: Professional/Consulting Services And Operating Expenditures
Step up to Writing materials and training for all teachers. Funds allocated in goal 1

2018-19

Budget
Reference

2019-20

Budget
Reference

Action **4**

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

Students to be Served
☐ All
 ☐ Students with Disabilities
 ☐ [Specific Student Group(s)] EL S
Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners
 ☐ Foster Youth
 ☐ Low Income
 Scope of Services
☐ LEA-wide
 ☐ Schoolwide
 OR
 ☐ Limited to Unduplicated Student Group(s)
 Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:
 ACTIONS/SERVICES

2017-18

☐ New
 ☐ Modified
 ☐ Unchanged

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 assessments for both English Language Arts and Mathematics, and analyzing data.

2018-19

☐ New
 ☐ Modified
 ☐ Unchanged

2019-20

☐ New
 ☐ Modified
 ☐ Unchanged

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

BUDGETED EXPENDITURES

2017-18

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

2018-19

Budget
Reference

2019-20

Budget
Reference

Action **5**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

Provide Professional Development targeted to meet the needs of English Learners.

1. Provide ongoing training and support for GLAD with an emphasis on support for new staff.

BUDGETED EXPENDITURES

2017-18

Amount	2000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries GLAD Follow-up Support. These follow up sessions takes place during site collaboration meetings and one release day working with a GLADiators.
Amount	2500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Provide supplies to implement GLAD lessons

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

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.

☐ New ☒ Modified ☒ Unchanged

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 ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

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 Evaluation 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

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. Maintenance 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

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☒ Unchanged

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.

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

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.
Amount	2500
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries School support, outreach, home visits, counseling/medical referrals
Amount	15000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Administration Support

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

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	Budget Reference		Budget Reference	
------------------	--	------------------	--	------------------	--

Action 2

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	5000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures The PROUD Program - a consistent language and behavioral language and behavioral standards will be established.
Amount	1500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2 full days will be set for site team to meet and plan site activities
Amount	600
Source	Base
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

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Amount	on Tier 2 & Tier 3 Programs. (2 site leads)	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies PBIS Incentive Program for Students and Staff	Budget Reference		Budget Reference	
Amount	600	Amount		Amount	
Source	Base	Source		Source	
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)	Budget Reference		Budget Reference	

Action 3

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

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.

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	6000
Source	Base
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.
Amount	20000
Source	Supplemental
Budget Reference	2000-2999: Classified 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
Amount	14000
Source	Supplemental

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	

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.	Budget Reference		Budget Reference	
Budget Reference	Connect the Dots for 7th Grade Paid through site ASB funds	Budget Reference		Budget Reference	

Action 4

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

Students to be Served

☒ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] SWD

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	6000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. (6 hours)
Amount	6000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures An additional 6 hours of counseling through AVCS provided by site.
Amount	6000
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 6 additional hours of counseling is funded by Xilinx grant.
Amount	2000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Budget Reference	
Amount	
Source	
Budget Reference	

	IST - Student Study Team 5000-5999: Services And Other Operating Expenditures Base 2000			
Amount	1000	Amount		Amount
Source	Base	Source		Source
Budget Reference	5000-5999: Services And Other Operating Expenditures CICO Process	Budget Reference		Budget Reference

Action 5

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

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

2017-18

Amount 250

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures
Healthy Kids Survey will be administered via online.

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **6**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	5000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Ensure sufficient supervision during recesses (increased supervision assigned as needed).
Amount	25000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Noon Duty Supervision

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

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.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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.			
<u>State and/or Local Priorities Addressed by this goal:</u>	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL		
<u>Identified Need</u>	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	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	1. Increased participation/attendance in school events, activities, and functions 2. 15% increase in parent involvement in school committees		

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.

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.

3. Increase in translation services of English Learner parents

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

☒ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

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 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 gather 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

2017-18

Amount	1500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Communication and translation/interpreter services as needed.
Amount	1000
Source	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.
Amount	1000

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	

Source	Base	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Community Survey will be administered through SchoolMessenger. This cost will be funded by the district.	Budget Reference		Budget Reference	
Amount	3000	Amount		Amount	
Source	Title I	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Title I Parent Information Night	Budget Reference		Budget Reference	
Amount	2000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	5900: Communications Costs for grade report mailings	Budget Reference		Budget Reference	
Amount	2000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	7000-7439: Other Outgo Provide BBQ for families served by Price staff at Open House	Budget Reference		Budget Reference	

Action 2

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New ☒ Modified ☐ Unchanged

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.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES**2017-18**

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.

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **3**

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

Students to be Served
☒ All
 ☐ Students with Disabilities
 ☐ [Specific Student Group(s)]
Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners
 ☒ Foster Youth
 ☒ Low Income
Scope of Services
☐ LEA-wide
 ☐ Schoolwide
 OR
 ☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New
 ☒ Modified
 ☐ Unchanged

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

2018-19
☐ New
 ☐ Modified
 ☐ Unchanged
2019-20
☐ New
 ☐ Modified
 ☐ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

2000

2018-19

Amount

2019-20

Amount

Source	Title I	Source		Source	
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.	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017-18 ☐ 2018-19 ☐ 2019-20

Estimated Supplemental and Concentration Grant Funds: \$162000.00

Percentage to Increase or Improve Services: 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 2017-18 school year is: \$162,000

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.

Revised Local Control and Accountability Plan and Annual Update Template 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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/fq/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. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services 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 checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, 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 indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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 selecting "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.

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 scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" 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.
- Check "Unchanged" 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 check "Unchanged" 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - 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 UC or 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 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 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	597,950.00	474,150.00	510,450.00	0.00	0.00	510,450.00
	0.00	0.00	6,000.00	0.00	0.00	6,000.00
Arts and Music Block Grant	0.00	0.00	0.00	0.00	0.00	0.00
Base	389,950.00	340,900.00	287,850.00	0.00	0.00	287,850.00
One Time Discretionary Fund	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	138,000.00	72,250.00	179,100.00	0.00	0.00	179,100.00
Title I	70,000.00	61,000.00	37,500.00	0.00	0.00	37,500.00
		30000.00				

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	597,950.00	474,150.00	510,450.00	0.00	0.00	510,450.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	216,700.00	169,900.00	163,300.00	0.00	0.00	163,300.00
2000-2999: Classified Personnel Salaries	21,000.00	18,000.00	65,500.00	0.00	0.00	65,500.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	141,500.00	114,000.00	221,700.00	0.00	0.00	221,700.00
5000-5999: Services And Other Operating Expenditures	165,750.00	145,500.00	21,950.00	0.00	0.00	21,950.00
5800: Professional/Consulting Services And Operating Expenditures	53,000.00	26,750.00	34,000.00	0.00	0.00	34,000.00
5900: Communications	0.00	0.00	2,000.00	0.00	0.00	2,000.00
7000-7439: Other Outgo	0.00	0.00	2,000.00	0.00	0.00	2,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	597,950.00	474,150.00	510,450.00	0.00	0.00	510,450.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Arts and Music Block Grant	0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	42,700.00	51,400.00	96,700.00	0.00	0.00	96,700.00
1000-1999: Certificated Personnel Salaries	One Time Discretionary Fund	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	111,000.00	60,500.00	58,600.00	0.00	0.00	58,600.00
1000-1999: Certificated Personnel Salaries	Title I	63,000.00	58,000.00	8,000.00	0.00	0.00	8,000.00
2000-2999: Classified Personnel Salaries	Base	21,000.00	18,000.00	25,000.00	0.00	0.00	25,000.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	22,500.00	0.00	0.00	22,500.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	18,000.00	0.00	0.00	18,000.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	136,500.00	114,000.00	129,700.00	0.00	0.00	129,700.00
4000-4999: Books And Supplies	One Time Discretionary Fund	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	5,000.00	0.00	87,000.00	0.00	0.00	87,000.00
4000-4999: Books And Supplies	Title I	0.00	0.00	5,000.00	0.00	0.00	5,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Base	160,750.00	142,500.00	17,450.00	0.00	0.00	17,450.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00	3,000.00	4,500.00	0.00	0.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	6,000.00	0.00	0.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	29,000.00	15,000.00	15,000.00	0.00	0.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	One Time Discretionary Fund	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	22,000.00	11,750.00	11,000.00	0.00	0.00	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
5900: Communications	Base	0.00	0.00	2,000.00	0.00	0.00	2,000.00
7000-7439: Other Outgo	Base	0.00	0.00	2,000.00	0.00	0.00	2,000.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	361,100.00	0.00	0.00	361,100.00
Goal 2	10,700.00	0.00	0.00	10,700.00
Goal 3	124,650.00	0.00	0.00	124,650.00
Goal 4	14,000.00	0.00	0.00	14,000.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00

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



Local Control Accountability Plan
Recommendations and Assurances

School Site: Price Middle School

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Local Control Accountability Plan (LCAP) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this LCAP and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This LCAP is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This LCAP was adopted by the SSC at a public meeting on: June 6, 2017

Date

Attested:

Natalie Gioco

Print Name of School Principal

Natalie Gioco

Signature of School Principal

6/6/17

Date

DAWNE EDWARDS

Print Name of SSC Chairperson

D Edwards

Signature of SSC Chairperson

6/6/17

Date

Cambrian School District

Plan for Expelled Youth
2018-2021

A JOINT PLAN
BETWEEN
THE CAMBRIAN SCHOOL DISTRICT
AND
THE COUNTY OFFICE OF EDUCATION
FOR
THE IMPLEMENTATION OF
EDUCATION CODES 48916.1 AND 48926

Developed by
CAMBRIAN SCHOOL DISTRICT
AND
SANTA CLARA COUNTY OFFICE OF EDUCATION
2018-2021

INTRODUCTION PAGE

CAMBRIAN SCHOOL DISTRICT PLAN FOR ALTERNATIVE EDUCATIONAL SETTING

Educational programs within Santa Clara County provide opportunities for students who are in need of traditional and/or alternative educational programs. Individual school districts offer a broad spectrum of service and the County Office of Education offers additional options. This combination provides a continuum of alternatives to expelled students.

A student whose behavior has resulted in expulsion is given a rehabilitation plan that is designed by the district of residence. This plan may involve one or more of the options outlined. A student who is simply in need of an educational alternative may also access these programs through a District and/or County referral process.

SANTA CLARA COUNTY OFFICE OF EDUCATION OVERVIEW

The Santa Clara County Office of Education will continue to provide an educational option for expelled students. This program is one that fits in the continuum of education care as outlined. The philosophy of each school district affects how the Santa Clara County Office of Education Community School program will meet the needs of that particular school district. The Community School is a permissive educational program that provides the local school districts with another education option for their expelled youth.

CAMBRIAN SCHOOL DISTRICT OVERVIEW

County Existing Educational Alternative Schools for Expelled Youth

The Santa Clara County Office of Education Court and Community School/Day Center program offers the following options for expelled youth:

1. Daily educational programs that range from 240-300 minutes per day in community classrooms.
2. Independent Study Program (IS) that requires students to complete a minimum of 20 hours of educational product.
3. Teen parent program.
4. Specific site names:

Educational alternatives offered by the Santa Clara County Office of Education include the following:

Court Schools*

Osborne Advent

Blue Ridge

Community Schools

Sunol

CAMBRIAN SCHOOL DISTRICT EXISTING EDUCATIONAL ALTERNATIVES
FOR EXPELLED YOUTH

Cambrian School District located within Santa Clara County offers the following options for expelled youth, depending on the specific offense and Educational Code violation:

1. Suspended expulsion with placement on different school campus within the District;
2. Suspended expulsion with placement on a different school campus on a neighboring District (Union School District), with the Superintendent's or his/her designee's approval;
3. Expulsion with referral to the Santa Clara County Office of Education court and community School/Day Center Program;

Recommendations for expelled students and placement take the following information into consideration:

- The student's age
- The student's academic, attendance and discipline history
- Parental involvement in the student's rehabilitation plan

The decision to place students in an alternative placement and actual referral to such a placement is recommended to the Superintendent by the Director of Student Services. All expulsions must be approved by the Cambrian School District Governing Board and must be aligned to State Education Code and Cambrian School District Board policy.

SANTA CLARA COUNTY AND CAMBRIAN SCHOOL DISTRICT
GAPS AND STRATEGIES IN EDUCATION SERVICES

There are major gaps that exist in respect to providing education services to expelled pupils. Following each gap in the Santa Clara COE/Cambrian strategy for addressing these gaps:

1. It is possible under Education Code 48916.1a that a student who has been expelled from the Cambrian District under Education Code 48915 and referred to either a district Community Day School or a County operated Community School program could commit another violation of Education Code 48915 and ultimately be referred back to the Cambrian District.

Santa Clara County/Cambrian strategy for addressing this gap:

Cambrian has the option to refer to other District/County Community Day Schools if the program is appropriate.

2. Students who have failed their placement in County Community Day School may be referred to other county operated programs. If the student fails this program or commits another expulsion type offense there may not be any viable alternatives remaining.

Santa Clara County/Cambrian strategy for addressing this gap:

The Santa Clara County Office of Education will continue to provide educational services to those eligible students placed or referred to the Court and Community School/Day Center program.

Cambrian will continue to explore existing educational strategies and programs to meet the needs of expelled students.

3. Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through eight, due to the limited numbers of students who are expelled in these lower grades. The younger students cannot attend the programs designed for middle and high school students. The numbers are growing within the county, but generally are not enough to develop an elementary school program.

Santa Clara County Cambrian strategy for addressing this gap:

- Regional program may be developed to reflect geographical or limited numbers.
- Provide Independent Study Program for grades K-6.

District strategy for addressing this gap:

- Refer to a county level Student Study Team or SARB to analyze student needs and suggest alternatives.

CAMBRIAN DISTRICT/COUNTY PLAN FOR EXPELLED YOUTH

Education code – 68926:

Each county superintendent or schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school district within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing education alternative for expelled pupils, identify gaps in education services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils as determined by the governing board.

Each county superintendent of schools in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing education services to all expelled pupils in the county no later than May 1, 2018, and shall submit a triennial update to the plan to the Superintendent of public Instruction including the outcome data pursuant to Section 48916.1.

Education Code – 48916.1

- a. At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion but only to the extent funds are appropriate for this purpose in the annual Budget Act or other legislation, or both.