



Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|----------------------------|---|
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Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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
- Ongoing ELA professional development with HMH curriculum training and Read180 intervention
- Ongoing math professional development with CPM curriculum training and supplemental SVMI support

Reflections: Successes

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

During the 2021-2022 school year, Price Middle School and Cambrian School District as a whole was able to increase the equity of technology access for all students in the district. Price Middle School has moved to 1:1 devices for students supporting learning both at school and at home. Additionally, all students in need of internet access have been provided with hot spots.

Through the increased technology access, teachers and students were able to utilize online curriculum resources, Google suite tools for education, and a variety of additional apps and programs to support teaching, learning, and assessment. Our ELA and Math curriculum is available via digital resources as well as hardbound text.

Our PBIS team did a phenomenal job of working responsively to welcome students back for their first full in person school year since the 2018-2019 school year.

Full curricular programs and assessments were restored. Reading intervention curriculum added to support struggling readers. Data from Read 180 program met or exceeded growth targets for the terms used. Intervention sections increased in master schedule to support student needs identified in district screeners.

Reflections: Identified Need

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

Based on the 2019 California Dashboard, Price Middle School scored above the standard making gains in both ELA and Mathematics. Our English Learner Progress is also in the very high range at 75.9%. Despite this progress, two of our subgroups remain in need of targeted assistance.

In Mathematics, our English Language Learners declined 34%. While this is contributed to by our high reclassification rate, it is none the less an area in need of intervention. Our students with disabilities increased by 8.5% but continue to score 118 points below the standard. In ELA, our English Language Learners declined by 18.5% and our students with disabilities increased by 15.7% but remain 75 points below the standard.

In our local assessments from the 2021-2022 school year:

aReading scores demonstrated lower proficiency rates than in past years. Several significant student groups continue to show increased needs.

- 39.97% of All students scored proficient/advanced
- 18% of socio-economically disadvantaged students scored proficient/advanced
- 9% of students with disabilities scored proficient/advanced
- 3% of English Learners scored proficient/advanced
- 20% of Hispanic students scored proficient/advanced

aMath scores demonstrated lower proficiency rates than in past years. Several subgroups continue to show increased needs.

- 39.8% of All students scored proficient/advanced
- 14% of socio-economically disadvantaged students scored proficient/advanced
- 9% of students with disabilities scored proficient/advanced
- 12% of English Language scored proficient/advanced
- 14% of Hispanic students scored proficient/advanced

Through our SWIS and counseling data, we have also seen a growing need for both preventative and ongoing support for students dealing with: depression, anxiety, suicidal ideation, cutting, eating disorders, substance abuse, and gender identity. Habitual Truants have increased in the number of students and the intensity of their absenteeism.

LCAP Highlights

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

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

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

2. Price Middle School with support from Cambrian School District will provide high quality staff through recruitment, retention and professional development so every students thrives.
 - A. Teachers (with an emphasis on special education case managers) will be provided time and opportunities to collaborate cross grade level including articulation with the high school and elementary school.
 - B. Professional development will be provided to all staff to ensure emphasis on data driven instructional best practices are designed to meet the needs of all students.
 - C. Provide Professional Development (GLAD) targeted to meet the needs of English Learners. Emphasis will be placed on the needs of new teachers and evidence of consistent practice.

3. Price Middle School will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.
 - A. Staff will establish strategies to maintain regular and high attendance rates.
 - B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.
 - C. Staff will develop a plan to provide and offer a variety of electives, club offerings and enrichment activities to meet the interests and abilities of all students.
 - D. Services will be provided to meet the emotional, behavioral and mental health needs of students.
 - E. Staff will establish a comprehensive Safe School Plan which includes protocols and procedures to ensure that students, staff, and anyone on campus is safe especially in case of emergencies.

4. Price Middle School will promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.
 - A. Staff will provide multiple opportunities to parents to provide input to programs and progress.
 - B. Staff will maintain standing committees in which information is provided and ideas sought concerning the school.
 - C. Volunteer opportunities and parent support trainings will be established to help parents partner in their child's education.

Comprehensive Support and Improvement

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

Schools Identified

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

Price was not identified for CSI

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP:

- a. School Site Council (SSC) was directly involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. Also reviewed parent survey results with both teams and discussed their feedback. Full agendas and minutes are available.
- b. Newsletters published to update actions pertinent to LCAP goals.
- c. HSC reviewed LCAP goal areas (student achievement, EL language Learners, School Climate and Community Engagement). Parents asked for feedback and input at session.
- d. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meetings.
- e. Positive Behavior Intervention Support (PBIS) SWIS data will be reviewed with staff in May 2022 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 April 2022. Multiple email and written reminders were sent out. The results were disseminated to HSC, SSC, and ELAC, at parent coffees, and at our staff meeting.

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

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.

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.

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 on aReading & aMath district screeners.
2. Counseling, Attendance & Discipline data
3. English Learner Re-designation rates
4. Results from the Community LCAP Survey
5. School Climate Survey

4. Review the draft LCAP for 2022-2023 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

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 May 20, 2022.

A summary of the feedback provided by specific educational partners.

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

- Enrichment/acceleration activities: A common theme from parents was a desire to maintain a focus on students who would benefit from enrichment or acceleration opportunities, specifically in mathematics. Maintaining our large variety of elective offerings was expressed.
- Parents continue to express a common point of view that they are not always sure how to help their child with their homework, especially math. This could be a result of the CCSS standards focus on students explaining their thinking and considering multiple ways to solve a problem, in addition to the lack of a CCSS approved Math curriculum. The adoption of a single CCSS Math curriculum next year will help this to some degree.
- Parents referred to the upkeep of the facilities, with questions about bathrooms and occasional damage that occurs during off hours on campus.
- Our ELAC parents felt that increased opportunities for parent learning would be beneficial. Topics of interest included high school transition, social/emotional well being, technology, and general academic programs.
- There is a need to better understand and support students and families culturally.
- 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 Nugent Counseling services and school counselors and higher level mental health support needs.

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

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|---|
| Students will meet/exceed proficiency rates: 1. aReading & aMath winter screeners: 5% increase in Proficiency | aReading scores demonstrated lower proficiency rates than in past years. Several significant student groups continue to | aReading scores demonstrated lower proficiency rates than in past years. Several significant student groups continue to | | | Winter aReading 60% on or above for all students <ul style="list-style-type: none"> • less than 60% of ELL's scoring some or high risk |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|----------------|----------------|---|
| or above from 2021-2022 in Reading & Math in Grades 6-8 | <p>show increased needs.</p> <ul style="list-style-type: none"> • 46.14% of All students scored proficient/advanced • 20.27% of socio-economically disadvantaged students scored proficient/advanced • 13% of students with disabilities scored proficient/advanced • 4.82% of English Learners scored proficient/advanced • 26.77% of Hispanic students scored proficient/advanced <p>aMath scores demonstrated lower proficiency rates than</p> | <p>show increased needs.</p> <ul style="list-style-type: none"> • 39.97% of All students scored proficient/advanced • 18% of socio-economically disadvantaged students scored proficient/advanced • 9% of students with disabilities scored proficient/advanced • 3% of English Learners scored proficient/advanced • 20% of Hispanic students scored proficient/advanced <p>aMath scores demonstrated lower proficiency rates than in past years. Several subgroups continue to</p> | | | <ul style="list-style-type: none"> • less than 31% of SED students scoring some or high risk <p>Winter aMath</p> <ul style="list-style-type: none"> • 60% on or above for all students • less than 37% of ELL's scoring some or high risk • less than 35% of SED students scoring some or high risk |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|----------------|----------------|-----------------------------|
| | <p>in past years. Several subgroups continue to show increased needs.</p> <ul style="list-style-type: none"> • 43% of All students scored proficient/advanced • 24% of socio-economically disadvantaged students scored proficient/advanced • 13.8% of students with disabilities scored proficient/advanced • 12.9% of English Language scored proficient/advanced • 17.39% of Hispanic students scored proficient/advanced | <p>show increased needs.</p> <ul style="list-style-type: none"> • 39.8% of All students scored proficient/advanced • 14% of socio-economically disadvantaged students scored proficient/advanced • 9% of students with disabilities scored proficient/advanced • 12% of English Language scored proficient/advanced • 14% of Hispanic students scored proficient/advanced | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| Students will meet/exceed proficiency rates: 2. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from 2021-2022 in ELA, Math & Science in Grades 6-8 | Incorporate SBAC scores in progress monitoring as they become available. | Incorporate SBAC scores in progress monitoring as they become available. | | | SBAC ELA Set SMART goals for all significant subgroups SBAC Math Set SMART goals for all significant subgroups |
| CCSS will be implemented in 100% of the classrooms through classroom observations by principal and teacher evaluation of Professional Development | CCSS currently observed in all ELA, Math, History and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and CCSS Habits of Mind are routinely evident in some departments. Increased alignment needed in: 6th grade Science and Social Studies. Prepared for full implementation of ELA curriculum. | CCSS currently observed in all ELA, Math, History and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and CCSS Habits of Mind are routinely evident in some grade levels/departments. Increased alignment needed in: 6th grade Science Adopted curriculum is in full implementation of ELA curriculum. | | | Full implementation of CCSS in all curricular areas. Alignment of practices and pacing evident in all departments and grade levels. |
| 3. Students will increase proficiency by 5% on the English | In 2020-2021, 19% of Price ELL students were reclassified. This exceeds the | ELPI was not available because the CA Dashboard was | | | Increase the percentage of ELs making progress |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|----------------|----------------|---|
| Learner Progress Indicator (ELPI) and English Learner Reclassification Rate will maintain or increase. | county and state achievement significantly. | suspended for Winter 2022. 9 out of 123 English learners were reclassified this year at a rate of 7%. | | | towards language proficiency to 80% Continue to reclassify students at 20% or above. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1.1 | CCSS aligned curriculum and instructional materials | Books, supplies, technology, instructional software, hardware & materials (including materials to support inclusion) | \$70,000.00 | No |
| 1.2 | After School Homework Center | Continue providing extended day math intervention (Elevate, Ramp Up, etc...) as well as the after school homework center | \$20,000.00 | Yes |
| 1.3 | Instructional Materials | Capital Outlay - copy machine lease, maintenance, copier consumables, shredding, laminator maintenance and consumables | \$23,000.00 | No |
| 1.4 | Instructional Materials | Books and supplies - supplemental curriculum to support during school and extended day intervention needs | \$29,000.00 | Yes |
| 1.5 | Additional Academic/SEL counselor | Employ a second counselor to ensure adequate support & intervention for at risk students. Support for House teams with Tier 1 & 2 interventions and SST process as appropriate. | \$97,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------|--|-------------|--------------|
| 1.7 | Student Materials | Provide books, supplies, backpacks, etc.. for students in need to ensure equitable access. | \$2,000.00 | Yes |

Goal Analysis [2021-22]

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

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

Price will continue to implement a 7 period day to ensure access to enrichment and intervention electives. As is evidenced from a drop in academic scores, the need for intervention has risen. The master schedule has an increase in sections to support English Language Learners. We have also received substantial support from Educational Services to ensure staffing, curriculum and training for our intervention sections in ELA and ELD. These supports have also been incorporated into our M/M SDC program. We also moved to an academic support model from our Homeroom plan to ensure intervention for 6th grade was responsive to demonstrated academic need.

Collaboration days will have an increase in the structure to support curricular alignment. The departments with the most need are 6th grade Science and Social Studies in grades 6-8. TCI curriculum has been provided to supplement the adopted curriculum and ensure CCSS are implemented.

The additional counselor to help support SEL needs is critical. This position has also helped to support attendance concerns, independent study needs due to COVID and crisis management.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some difficulty was encountered in staffing of after school programs causing them to not occur. Unexpected district support was provided for staffing and programs with ESSLR funds thus decreasing the site budget contribution. The addition of these one time dollars decreased overall spending due to: the use of the one time funds, the time required for mindful purchasing and the processing speed of district departments (business services and IT department).

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

Data from this school year has been used to create baseline as measuring growth is challenged by school closure factors including: inconsistent testing rates, poor data collection due to student motivation and oversight with testing at home. Trends that were evident from 21-22 include: very clear growth from READ 180 program for all subgroups enrolled, clear progress in English Language Acquisition for ELLs.

Areas we had less success include intervening with students exhibiting chronic absenteeism, and Fastbridge fall to spring growth.

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

Changes we are planning for next year include: increasing the duration of reading intervention classes (from semester to year long), moving toward a wellness center model to help support students struggling with social/emotional or mental health challenges that result in increases in absenteeism, and continuing with the increased access to support classes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Major focus areas this year will be:

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

Metrics:

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

Measuring and Reporting Results

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|--|
| | the annual School Accountability Report Card (SARC) report. | | | | |
| Participation in professional development opportunities | 3 District-wide Professional Learning Wednesdays 3 Districtwide Professional Learning Days Increase targeted PD for under represented departments planned for 22-23 | SEL emphasis included suicide prevention training and End the Silence training for all staff. Emphasis was also placed on working with LGTBQ students. Provide specific PD for Music, Spanish, Voc Tech, Art and Physical Education Teachers Provide SUTW refresher for ELA teachers | | | Maintain district supported professional development. Specific PD for all curricular areas provided. |
| Level of staff satisfaction from professional development surveys | Continue to raise satisfaction via teacher led PD ___ % of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline will be established in 2021-22) | Increase teacher satisfaction by 5% | | | Increase teacher satisfaction with PD by 10% over baseline. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|----------------|----------------|--|
| BTSA program for all eligible Price teachers | All BTSA-eligible teachers participated as well as EPIC for special ed teachers | Coordinate with BTSA and EPIC to provide mentorship and support for all eligible teachers. Support with release days for observation. | | | Continue to provide support for new teachers completing their credentials. |
| School wide and district leadership opportunities | Opportunities: Leadership Team, CLC, PBIS, Math Leadership Team, Assessment Team Some responsibilities/team titles may change | Increased variety of staff assignments to various committees to increase voice and knowledge base. | | | Continue to involve teachers in site decision making and leadership. |
| Placement of university student teachers | 1 teacher provided master teacher support for 2 student teaching candidates | 2 teachers provided master teacher support for student teaching placements | | | Support student teaching candidates as available. |
| Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, curricular adherence, Designated/Integrated ELD, STUW, etc. | Data collection walk throughs reduced to teachers on evaluation. All staff were able to increase their performance utilizing the matrix. | Temporary and Probationary teachers demonstrate meeting standards on CSTP goals with feedback and support from admin and site TOSA | | | Increase % of teachers implementing best practices 10% over base line. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 2.1 | Professional Development & Collaboration | <p>Provide Professional Development and Collaboration Time in the following areas:</p> <ol style="list-style-type: none"> 1. CCSS ELA & Math 2. Continue Instructional Best Practices PD & Data Driven Collaboration (Achievement Teams) 3. Technology Integration and digital citizenship 4. Continue PD/collaboration support for Step Up To Writing 5. Department specific PD fro electives and Physical Education 6. NGSS <p>Expenditures to include: conferences, on site collaboration (scoring calibration for writing assessments, benchmarks and MARS tasks, Cycle of Inquiry, Data driven planning, Case), professional development.</p> | \$22,500.00 | Yes |
| 2.2 | Professional Development & Collaboration | <p>Provide Professional Development and Collaboration Time in the following areas:</p> <ol style="list-style-type: none"> 1. CCSS ELA & Math 2. Continue Instructional Best Practices PD & Data Driven Collaboration (Achievement Teams) 3. Technology Integration and digital citizenship 4. Continue PD/collaboration support for Step Up To Writing 5. Differentiated Instruction 6. NGSS <p>Expenditures to include: conferences, on site collaboration (scoring calibration for writing assessments, benchmarks and MARS tasks, Cycle of Inquiry, Data driven planning, Case), professional development.</p> | \$4,500.00 | No |

Goal Analysis [2021-22]

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

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

1. Collaboration time focused on ensuring that professional development is centered on identified deficit areas to maximize student growth.
2. Mental Health PD & supports were increased mid year based on demonstrated need
3. Teachers, TOSA and principal use regular data cycles to identify and intervene for at risk students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Substitute shortage reduced the amount of release time provided for staff collaboration.

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

SEL PD supported student and staff needs in our post COVID return to school. Increases in CPS and Uplift services evidenced higher rates of crisis in student body. School was recognized with the Hoffman award for coordination of both student and staff support.

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

We will continue to emphasize professional development in the areas of social/emotional learning, mental health awareness, physical education, elective specific support and SUTW.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Metrics:

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|--|
| School Climate Survey area of need - There is an adult who will help me if I need it | School Climate Survey Results: Minimum 5% increase in the number of students able to identify a trusted adult at school. On the 2020-2021 School Climate survey, 75% | School Climate Survey Results: 1.4% decrease in the number of students able to identify a trusted adult at school. On the 2021-2022 School Climate | | | Increase identified adult for support to 90% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|---|
| | of students know an adult at school they trust for help. | survey, 73.6% of students know an adult at school they trust for help. | | | |
| SWIS Office Major Referrals, suspension rate, expulsion rate | A 5% decrease in major office referrals and suspensions (baseline to be established in 2022-2023) 2019-2020 suspension rate 2% Maintenance of expulsion rate (currently at 0% for past two years) | Baseline data will be collected in June for suspensions and office referrals due to previous school closure impacting data. Maintenance of expulsion rate (currently at 0% for past two years) | | | Continue to decrease office referrals and suspensions by 5% per year overall as well as in demographic groups (SWD, hispanic students, & male students) |
| Attendance rate | A minimum 95% Attendance Rate | Maintained an attendance rate of 95.29% base on data collected in May 2022. | | | Maintain a minimum of 95% attendance rate |
| Chronic Absenteeism rate | A decrease chronic absenteeism rate. Baseline to be established in 21-22 due to COVID impact. | Baseline data will be collected in June due to previous school closure impacting data. | | | Decrease chronic absenteeism by 5% |
| Participation rate in extra curricular activities: band, athletics, NJHS, etc. | Establish baseline in 21-22 for post COVID data | Baseline data will be collected in June due to previous school closure impacting data. | | | Increase from baseline by 10% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| Referrals for counseling and crisis intervention data | Due to the Increase in referrals resulting from isolation during school closure, new baselines will be established in 21-22 | Baseline data will be collected in June due to previous school closure impacting data. | | | decrease referrals by 10% from preventative programs |
| Middle School Drop Out Rate | drop out rate = 0% | drop out rate = 0% | | | drop out rate = 0% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|---|-------------|--------------|
| 3.1 | Supporting access | <p>A. Staff will establish strategies to maintain regular and high attendance rates.</p> <ol style="list-style-type: none"> 1. Staff will communicate to parents the importance of regular school attendance via newsletter. 2. An automated system will contact parents when students 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 whose attendance is truant. (Translation supplied as needed) 5. Student support will be increased through the expanded academic counseling positions. (costs captured in goal 1) | \$750.00 | Yes |
| 3.2 | PBIS, recognitions, support | <p>B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.</p> <ol style="list-style-type: none"> 1. PROUD Program - a consistent language and behavioral language and behavioral standards will be continued. Student agendas 2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports | \$19,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------|--|-------------|--------------|
| | | <p>the social and emotional needs of the students. Provide release time for PBIS team to review data and create responsive plans to address needs.</p> <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> <p>6. Awards, Reclassification certificates and 8th Grade Promotion certificates</p> | | |
| 3.3 | Enrichment and Access | <p>C. Staff will develop a plan to provide and offer a variety of electives, club offerings and enrichment activities to meet the interests and abilities of all students.</p> <p>Enrichment and other student activities and clubs will be developed and maintained including but not limited to Math Olympiad, Math Counts, NJHS, LGBTQ, Digital Club, and Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day.</p> <p>Support after school sports program costs (coaching, etc...) through student scholarships</p> <p>Stipend for site athletic director \$7,000, music director \$5,000 & activities director \$3,000</p> <p>Salaries Music Coaches \$3000</p> | \$20,000.00 | Yes |
| 3.4 | SEL support | D. Services will be provided to meet the emotional, behavioral and mental needs of students. | \$20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------|--|-------------|--------------|
| | | <ol style="list-style-type: none"> 1. School Counselor & Nugent Counseling Services - provides individual and group counseling for students through referral process or as needed basis. (district funded) 2. School psychologists also provide counseling on death of a family member, bullying, school anxiety and social issues. 3. Study Study Team Process is employed for students who are struggling academically due to emotional, social, mental, and/or academic challenges. 4. SEL curriculum training and collaboration (Habitudes and supplemental programs) 5. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support 6. Library hours to support alternate locations on campus for students. | | |
| 3.5 | School Safety | <p>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.</p> <ol style="list-style-type: none"> 1. Staff will revise the comprehensive Safe School Plan. 2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan. 3. Parents and community members will be apprised of the Safe School Plan. 4. Provide adequate supervision with campus monitors and additional certificated staff as needed. | \$20,000.00 | No |

Goal Analysis [2021-22]

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

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

3.1 A. Staff established strategies to maintain regular and high attendance rates.

1. Staff communicated to parents the importance of regular school attendance via newsletter.
2. An automated system contacted parents when students were absent.

3. Staff reviewed monthly Attendance Reports to follow up with students who experienced truancy issues.
4. Staff followed up and worked with parents and families whose attendance was truant. (Translation supplied as needed)
5. Student support was increased through the expanded academic counseling positions. (costs captured in goal 1)

3.2 B. Staff established 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 was updated to meet returning to campus. Continued implementation of the 5-Star program to support PBIS.
2. Positive Behavior Interventions and Supports (PBIS), which included a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. Provided release time for PBIS team to review data and create responsive plans to address needs.
3. Early detection/prevention - Improved student engagement behavior in the classroom by identifying early and appropriate interventions to help all students learn.
4. Staff engaged and involved 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 provided ongoing professional development on PBIS implementation with emphasis on Tier II and Tier III strategies and programs and working students with special needs in the general classrooms.
6. Awards, Reclassification certificates and 8th Grade Promotion certificates

3.3 C. Staff developed a plan to provide and offer a variety of electives, club offerings and enrichment activities to meet the interests and abilities of all students.

1. Enrichment and other student activities and clubs developed and maintained including but not limited to Chill Room, NJHS, LGBTQ, Writing Club, and Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day.
2. Support after school sports program costs (coaching, etc...) through student scholarships
3. Stipend for site athletic director, music director & activities director
4. Salaries Music Coaches \$3000

3.4 D. Services provided to meet the emotional, behavioral and mental needs of students.

1. School Counselor & Nugent Counseling Services - provided individual and group counseling for students through referral process or as needed basis.
2. School psychologists also provided counseling on death of a family member, bullying, school anxiety and social issues.
3. Study Study Team Process employed for students who are struggling academically due to emotional, social, mental, and/or academic challenges.
4. SEL curriculum training and collaboration (Habitudes and supplemental programs)
5. Check-in & Check-out - designed specifically for students who need additional behavioral support
6. Library hours to support alternate locations on campus for students.

3.5 E. Staff established 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 revised the comprehensive Safe School Plan.
2. Students, Staff, and volunteers trained on implementing the Safe School Plan.
3. Parents and community members apprised of the Safe School Plan.
4. Provided adequate supervision with campus monitors and additional certificated staff as needed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Challenges locating classified yard duty to fully staff lunch breaks led to reduced expenditures. Additional supports for PBIS were provided by both ASB and HSC. Intern counselors were funded through the district El Camino Grant.

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

Supervision was a challenge due to inability to staff both in classified and certificated. PBIS team maintained appropriate interventions and timely responses to trends in data.

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

Increase group counseling opportunities earlier in the school year to target trending concerns.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Identified Needs:

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

Metric

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------|--|---|----------------|----------------|--|
| 1. Parent Involvement Survey | 1. Few parents participated in the survey due to school closure. Additional surveys will be implemented periodically during the 21-22 school year. | 54 parents participated in the parent engagement survey. The overall trends show that parents are very happy with the amount and type of communication coming from the site. Parents do not feel that school has been | | | Increase parent involvement through workshops, events and volunteer opportunities. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| | | designed nor have they been encouraged to participate or volunteer. | | | |
| 2. Home and School Club tracking not currently available. ELAC has 8 regular members attending all meetings. SSC attendance has been limited to members of the committee. | 2. Begin capturing attendance in the meeting minutes for all parent committees. | Meetings were conducted via Zoom due to COVID restrictions. Metrics will be collected next school year. | | | Increase by 15% from baseline data |
| 3. Translation has been available for all requested meetings through on site personnel or through district provided phone service. Publicizing this resource is needed. | 3. Provide outreach to second language families with links to resources. | Bilingual office personnel were hired this school year and the newsletter has a link for translation. | | | Increase satisfaction on parent survey by 10% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------|--|-------------|--------------|
| 4.1 | Increase two way communication | <p>A. Staff will provide multiple opportunities to parents to provide input to programs and progress.</p> <p>1. Staff will establish communication protocols to utilize media sources, i.e. school newsletters, Blackboard Connect, school website. Communication will also be provided in multiple languages, especially Spanish.</p> <p>2. Implement Parent Information events and activities (i.e., Showcase Night/Open House, Back to School, Family Curriculum Nights, Middle School Orientation, etc.)</p> | \$7,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| | | Increase blackboard accounts, support bilingual staff outreach through extra hours and conduct home visits as appropriate. | | |
| 4.2 | Communication of student programs & progress | <ol style="list-style-type: none"> 1. Through written communication, staff will keep parents informed on academic programs and curriculum 2. Staff will conduct a comprehensive annual survey to garner input from parents and community members. 3. Student academic progress will be sent home through traditional mailings to ensure all parents are aware of achievement levels and needs. 4. Parent conferences will be scheduled for students requiring additional support. | \$8,000.00 | No |
| 4.3 | Community Building | Support parent inclusive events (Title 1 Information Night, Open House, BTSN, Curriculum Nights, ELAC Meetings, Mental Health Awareness Seminars, etc...). with food, drinks, books and applicable support materials. | \$2,000.00 | Yes |

Goal Analysis [2021-22]

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

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

Continued increase in communication and options for receiving information provided. Bilingual office staff hired. ELAC/SSC, HSC and other parent meetings were utilized to communicate with families. Community BBQ was well attended.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The majority of expenses were appropriately estimated. Increases in cost of materials made a slight impact.

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

Increases in communication were well received by the community as noted in the parent survey. Costs were increased due to material cost increases, but not substantially.

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

Increase parent opportunities with committees and other volunteer options both during and after the school day.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| | |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| | 0.00% | \$0.00 | |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

For the 2022-23 school year, the Cambrian School District has calculated that it will receive \$1,109,362 plus a carryover estimate of \$202,375 for a total of \$1,311,737 for the 2022-23 Supplemental fund under the Local Control Funding Formula (LCFF). The amount of supplemental funds used for district-wide services is \$775,000. The remaining supplemental funds' balance of \$536,737 is allocated to school sites for site-level services for high-needs pupils. School site level services include additional and extended learning time, supplemental instructional materials, professional development on ELD, and differentiated instruction for high-needs students.

The LCFF Supplemental, Title I, Title II, Title III, and Title IV funds will be combined to provide supplemental programs, services, and resources for target and high needs students, in addition, and above the core programs for all students. In addition to site-level services, the districtwide level services, programs, and resources will include 2.5 FTE ELD/Tier II Teachers on Special Assignment to provide instructional support/coaching and professional development for staff focused on supporting teaching and learning for English Learners, Socio-economically Disadvantaged students, and Homeless & Foster Youths at all 6 school sites TK-8. The services will also include additional counseling for all sites, supplemental materials, instructional technology, and other support services to increase/improve services, including extended learning time beyond the school day and school year for high-needs students. Because there is not a large concentration of high needs students at any one school, the district directly provides instructional coaching and support, Tier II facilitation and coordination, training and implementation, additional instructional technology tools & resources, and professional development for all staff to address the needs of targeted and high needs students at all sites in order to provide additional learning support as needed.

The primary benefit of the expenditures is for the target students, but all high needs student groups will be served in the plan. The research supports that these are the most effective uses of the additional funds; to improve the overall educational program improves equity and access for targeted, at-risk, and high-needs pupils while providing all students with an excellent program. Improving the overall educational program is augmented with targeted support as described.

Information in the Multi-Tiered Systems of Support, English Language Arts/English Language Development, and Universal Design for Learning frameworks describes the benefits of explicit language instruction for all students to better access the state standards, so these strategies will be shared with all teachers to enhance language instruction across all grades and content areas. The supplemental funds are being spent on actions and services that are principally directed toward unduplicated student groups. These include:

- Staff professional development focused on differentiated instructional strategies for at-risk students;
- Additional social-emotional learning & mental health services;
- Teachers on Special Assignment - coordination and facilitation of services; instructional support/coaching for staff; professional development; community engagement;
- Purchase supplemental instructional materials, including instructional technology and resources for blended learning, such as Imagine Learning Language & Literacy & Imagine Math;
- Supplemental reading and math intervention programs & services implementation; and
- Extended learning programs and services beyond the school day and school year

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

The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services sections of the Cambrian School District 2021-24 LCAP for 2022-23. The contributing action titles are:

LCAP Goal 1: High Academic Achievement

- 1.1. Supplemental Instruction, Intervention, and Support
- 1.2. Summer Programs (1.2)
- 1.3. Supplemental Test, Instructional Materials, and Resources
- 1.5. Targeted Services for Unduplicated Students
- 1.6. Expanded Learning Opportunities/Extended Care Programs
- 1.7. Tier II/ELD Teachers on Special Assignment

LCAP Goal 2: Effective Leadership, Teaching, and Learning

2.2. Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support

LCAP Goal 3: Positive School Climate, Environment, and Culture

3.1. Coordination of Student Services

3.2. Counseling and Mental Health Services

3.4. Health Services and Supports

3.5. Foster/Homeless Youth Services

Goal 4: Strong Parent and Community Engagement

4.2. Enrollment and Targeted Family Engagement and Support

4.4. English Learners Language Services

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. Our English Learners, Low Income, and Foster/Homeless Youth students have the most opportunity for continued academic growth according to the most current state and local assessments. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Cambrian School District be effective in meeting the district LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our district. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness. Since its inception, these actions and services have resulted in increased academic achievement and enhanced the learning of unduplicated students.

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

Using the calculation tool provided by the state, our District has calculated that it will receive \$1,109,362 in Supplemental Funds under the Local Control Funding Formula (LCFF) and an estimated \$202,375 carryover from 2021-22. The proportionality percentage to increase or improve services has been calculated at 4.54%. The district has demonstrated that it has met the 5.41% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District and its 4 charter schools did not and does not receive additional concentration grant funding.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|
| Totals | \$345,250.00 | \$20,000.00 | | | \$365,250.00 | \$211,250.00 | \$154,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|-------------|-------------------|-------------|---------------|-------------|
| 1 | 1.1 | CCSS aligned curriculum and instructional materials | All Students with Disabilities | \$70,000.00 | | | | \$70,000.00 |
| 1 | 1.2 | After School Homework Center | English Learners Foster Youth Low Income | \$20,000.00 | | | | \$20,000.00 |
| 1 | 1.3 | Instructional Materials | All Students with Disabilities | \$23,000.00 | | | | \$23,000.00 |
| 1 | 1.4 | Instructional Materials | English Learners Foster Youth Low Income | \$29,000.00 | | | | \$29,000.00 |
| 1 | 1.5 | Additional Academic/SEL counselor | English Learners Foster Youth Low Income | \$97,000.00 | | | | \$97,000.00 |
| 1 | 1.7 | Student Materials | English Learners Foster Youth Low Income | \$2,000.00 | | | | \$2,000.00 |
| 2 | 2.1 | Professional Development & Collaboration | English Learners Foster Youth Low Income | \$22,500.00 | | | | \$22,500.00 |
| 2 | 2.2 | Professional Development & Collaboration | All Students with Disabilities | \$4,500.00 | | | | \$4,500.00 |
| 3 | 3.1 | Supporting access | English Learners Foster Youth Low Income | \$750.00 | | | | \$750.00 |
| 3 | 3.2 | PBIS, recognitions, support | English Learners Foster Youth | \$19,000.00 | | | | \$19,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|-------------|-------------------|-------------|---------------|-------------|
| | | | Low Income | | | | | |
| 3 | 3.3 | Enrichment and Access | English Learners Foster Youth Low Income | \$20,000.00 | | | | \$20,000.00 |
| 3 | 3.4 | SEL support | English Learners Foster Youth Low Income | \$20,000.00 | | | | \$20,000.00 |
| 3 | 3.5 | School Safety | All Students with Disabilities | | \$20,000.00 | | | \$20,000.00 |
| 4 | 4.1 | Increase two way communication | English Learners Foster Youth Low Income | \$7,500.00 | | | | \$7,500.00 |
| 4 | 4.2 | Communication of student programs & progress | All Students with Disabilities | \$8,000.00 | | | | \$8,000.00 |
| 4 | 4.3 | Community Building | English Learners Foster Youth Low Income | \$2,000.00 | | | | \$2,000.00 |

2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| | | | 0.00% | | \$239,750.00 | 0.00% | 0.00 % | Total: | \$239,750.00 |
| | | | | | | | | LEA-wide Total: | \$0.00 |
| | | | | | | | | Limited Total: | \$2,000.00 |
| | | | | | | | | Schoolwide Total: | \$237,750.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|---|--|---|
| 1 | 1.2 | After School Homework Center | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Price Middle School 6-8 | \$20,000.00 | |
| 1 | 1.4 | Instructional Materials | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Price Middle School 6-8 | \$29,000.00 | |
| 1 | 1.5 | Additional Academic/SEL counselor | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Price Middle School 6-8 | \$97,000.00 | |
| 1 | 1.7 | Student Materials | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | Specific Schools: Price Middle School 6-8 | \$2,000.00 | |
| 2 | 2.1 | Professional Development & Collaboration | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Price Middle School 6-8 | \$22,500.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------------------------|---|------------|--|---|--|---|
| 3 | 3.1 | Supporting access | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Price Middle School 6-8 | \$750.00 | |
| 3 | 3.2 | PBIS, recognitions, support | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Price Middle School 6-8 | \$19,000.00 | |
| 3 | 3.3 | Enrichment and Access | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Price Middle School | \$20,000.00 | |
| 3 | 3.4 | SEL support | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Price Middle School 6-8 | \$20,000.00 | |
| 4 | 4.1 | Increase two way communication | Yes | Schoolwide | English Learners Foster Youth Low Income | | \$7,500.00 | |
| 4 | 4.3 | Community Building | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Price Middle School | \$2,000.00 | |

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (LCAP) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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.

This LCAP was adopted by the SSC at a public meeting on 5/26/2022.

Attested:



Principal, Natalie Gioco on 5/26/2022



SSC Chairperson, Fiorella Scibetta on 5/26/2022