Local Control and 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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Introduction - School Site LCAPs and District Oversight
Each of the six schools in our district, including the four charter schools, is required to develop a Local Control and Accountability Plan (LCAP) to ensure alignment with California's Local Control Funding Formula (LCFF). The LCAP is a critical planning tool that outlines how each school intends to meet annual goals for all students, with specific attention to underserved student groups. Although charter schools have certain autonomy, they are still legally required to develop and adopt an LCAP that meets state expectations. Similarly, non-charter (district-operated) schools also prepare an LCAP that reflects their local priorities, goals, and services. The school site LCAPs are tailored as modified school plans to reflect each school's unique context and specific community needs. These modified LCAPs serve both as a compliance document and as a meaningful guide for site-level planning and improvement.

All school site LCAPs, whether from charter or non-charter schools, are submitted to and approved by the District Board of Education. In contrast, the District LCAP, which encompasses goals and services for the entire district, undergoes review and approval by the County Office of Education. This distinction ensures that site-level planning remains grounded in the local school community while contributing to broader district-wide priorities and accountability.

About Price Middle School
Ida Price Charter Middle School, located in the Cambrian Park neighborhood of San Jose, California, serves approximately 925 students in grades 6 through 8. The school reflects the rich diversity of Silicon Valley, with a student body composed of 32% Hispanic, 31% White (non-Hispanic), 22% Asian, 12% identifying as multiracial, and smaller percentages representing other ethnic backgrounds. Among the student

population, approximately 16% are English Learners, 18% are socioeconomically disadvantaged, and 12% receive specialized support through Individualized Education Plans (IEPs) or Section 504 Plans.

The school's vision is to foster responsible, confident citizens by providing a safe, inclusive, and supportive learning environment. Price Charter Middle School offers a flexible and academically rigorous curriculum that emphasizes meaningful connections, real-world relevance, and the development of lifelong learning skills. The school is committed to celebrating diversity, nurturing a passion for learning, and cultivating critical thinking to prepare students for success in a global society.

To support this vision, Price implements innovative instructional strategies, including interdisciplinary teaching teams, flexible scheduling, and ongoing academic program restructuring. Student well-being and achievement are further supported through initiatives such as Positive Behavioral Interventions and Supports (PBIS), which promote responsible conduct and a positive school climate.

With a continuous focus on equity, inclusion, and academic excellence, Price Middle School is dedicated to preparing all students for success in middle school, high school, higher education, and beyond.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In the 2023/20234 school year, Price Middle School demonstrated strong academic performance as reported by the California Dashboard, with "All Student" groups achieving scores above the standard in both English Language Arts (ELA) and Mathematics. Specifically, 64% of students met or exceeded standards in ELA, while 54% did so in Mathematics. The school attributes part of this success to their ongoing support of 1:1 devices, which have facilitated learning continuity between school and home environments. This technological access has enabled teachers to leverage online curriculum resources such as Google Suite tools, and various educational apps to enrich instructional delivery and assessment practices across ELA and Math disciplines.

Price Middle School has implemented targeted interventions to further support student achievement. For example, the Read 180 Program has not only met but exceeded growth targets, indicating effective strategies to enhance literacy skills among students. Additionally, the school has introduced new initiatives such as Study Strategies classes to assist students with academic organization and Student Success classes specifically tailored for 8th graders with a GPA of 1.5 or lower. These efforts underscore the school's commitment to addressing individual student needs and promoting academic growth and success for all learners.

The number of students enrolled in advanced math courses at Price Middle School has grown substantially, rising from 49 in 2019–2020 to 143 in 2024–2025. Notably, Hispanic student participation has shown strong improvement, increasing from just 3 students to 23 over the same period. This upward trend reflects a broader positive shift in enrollment, with greater ethnic diversity represented among students pursuing advanced coursework.
In the Fall 2024–25 FastBridge assessments, 27% of students with disabilities (SPED) scored at or above benchmark in English Language Arts (ELA). In math, 31% of SPED students reached similar proficiency levels. These results highlight ongoing efforts to support academic growth in core subjects for SPED learners.

In the 2023 school year Price Middle School qualified for Differentiated Assistance (DA) under the California School Dashboard criteria due to a high chronic absenteeism rate of 28.2% among Students with Disabilities (SWD). Price Middle School has undertaken several steps and improvement efforts to tackle this challenge. They have reviewed eligibility areas and examined attendance data across different demographics to identify patterns and disparities. They have also taken proactive measures such as reaching out to families to understand the causes of absences, and recognizing that some factors like childcare or family illness may be outside the school's control. Additionally, Price has initiated community-wide awareness campaigns through newsletters, parent conferences, and direct communication to stress the importance of regular attendance and the available support for students. As a result, Price students with disabilities (SWD) no longer qualify for differentiated assistance.

To support continuous improvement, Price Middle School is investing in professional development focused on equity, inclusion, and trauma-informed teaching practices, aiming to create a supportive and an equitable learning environment for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Price Middle School continues to support student learning with 1:1 devices, ensuring access to technology for all students. The school also implements Educlimber training and utilizes data collection tools to track key metrics such as attendance, discipline records, and other student data. These initiatives help in identifying trends and providing targeted interventions to support student success and well-being.

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

Support for Identified Schools

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

Price Middle School collaborated with the County for Differentiated Assistance, engaging in coaching calls, meeting with students, and reaching out to parents. Staff also went into classrooms and targeted specific students, offering incentives for full-week attendance. As a result of these efforts, students with disabilities (SWD) saw a significant improvement in attendance, rising from 90.81% to 92.33%.

Monitoring and Evaluating Effectiveness

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

Price Middle School continues to closely monitor all students' attendance, with a specific focus on students with disabilities (SWD), through regular data collection and analysis. This includes ongoing outreach to students and families to ensure consistent support and intervention. By tracking attendance and performance data, the school is able to identify areas of need and provide targeted assistance to improve student outcomes.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The following is a summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP:
a. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. The administration also reviewed parent survey results with both teams and discussed their feedback.
b. Newsletters published to update actions pertinent to LCAP goals.
c. Home & School Club (HSC) reviewed LCAP goal areas.
d. Staff reviewed LCAP goals and provided feedback.
e. Principal Advisory Committee (PAC) Selected students advised the principal on issues/concerns on campus. They also gave suggestions and advice on how to improve the climate of the school.
f. Parent survey developed and issued to parents in April 2023. Multiple emails and written reminders were sent out.. The results were disseminated to HSC, SSC, and ELAC, and at staff meetings.
g. Regular staff meetings/department meetings/grade level meetings are held where important school information is disseminated and teachers engage in collaborative work.

In general, the review of LCAP goals occurred in 5 steps with stakeholder groups including HSC, ELAC, and SSC:

1. Inform and educate all stakeholder groups about the LCAP development process. 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.These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, and Home & School Club Meetings. 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.

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.

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 2024-20245 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 administrators shared the draft LCAP with the school district Board of Trustees.The 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 March 26, 2025.

Goals and Actions

Goal

Goal #	Description	Type of 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 the 21st century college and career readiness.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 percentage of all students who are proficient/advanced on the Common Core State Standards (CCSS) for EnglishLanguage 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard: English Language Arts Distance from Standard for all students, socio-economically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs).	2023/2024 aReading scores demonstrated lower proficiency rates than in past years. 48% of SED students scored proficient/advanced 24% of students with disabilities scored proficient/advanced 9% of English Learners scored proficient/advanced aMath demonstrated higher proficiency rates than in last year. Several student groups continue to show increased needs. 42% of SED students scored proficient/advanced 23% of students with disabilities scored proficient/advanced	2024/2025 aReading scores demonstrated much higher proficiency rates than in past years. 56% of SED students scored proficient/advanced 26% of students with disabilities scored proficient/advanced 15% of English Learners scored proficient/advanced aMath demonstrated higher proficiency rates than in last year. Several student groups continue to show increased needs. 53% of SED students scored		2026/2027 aReading scores demonstrated higher proficiency rates than last year. Several students continue to show increased needs. % of SED students scored proficient/advanced % of students with disabilities scored proficient/advanced % of English Learners scored proficient/advanced % of Hispanic students scored proficient/advanced aMath demonstrated higher proficiency	aReadhing +8% of SED students scored proficient/advanced +2% of students with disabilities scored proficient/advanced +6% of English Learners scored proficient/advanced aMath +11% of SED students scored proficient/advanced +11% of students with disabilities scored proficient/advanced +8% of English Learners scored

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		25% of English Learners scored proficient/advanced	proficient/advanced 34% of students with disabilities scored proficient/advanced 33% of English Learners scored proficient/advanced		rates than in last year. Several student groups continue to show increased needs. % of SED students scored proficient/advanced % of students with disabilities scored proficient/advanced % of English Learners scored proficient/advanced	proficient/advanced
1.2	SBAC Proficiency or above from 22/23 in ELA, Math & Science 6-8	2022/2023 67% ELA Proficient/Advanced 61% Math Proficient/Advanced 51% Science Proficient/Advanced	2023/2024 64% ELA Proficient/Advanced 57% Math Proficient/Advanced N/A Science Proficient/Advanced		2026/2027 SBAC ELA Set SMART goals for all significant subgroups SBAC Math Set SMART goals for all significant subgroups. Implement new NGSS curriculum	-3% ELA Proficient/Advanced -4% Math Proficient/Advanced

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CCSS will be implemented in 100% of the classrooms through classroom observations by principal, two assistant principals, and Instructional Specialist and teacher evaluation of PD	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 departments. Increased alignment needed in: 6th grade Science and Social Studies. Prepared for full implementation of ELA curriculum		Full implementation of CCSS in all curricular areas. Alignment of practices and pacing evident in all departments and grade levels.	No Change
1.4	Pecentage of English Learner students reclassified to Fluent English Proficient.	2023/2024 125 ELs - 24 RFEP (19%) 32 - potential RFEP (hit ELAC Level 4)	2024/2025 100 ELs - 12 RFEP (12%)		20% Reclassified for 26/27	-7%
1.6					Increase RFEP of LTELs by 10%	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, Price Middle School continued to implement targeted academic interventions, including Read 180 and academic support development classes. These programs were strategically assigned based on data collection and analysis, allowing for student placement that directly addressed individual learning needs. Compared to 2023–24, the school observed notable growth in both aReading and aMath, suggesting that the structured support systems had a measurable impact on student learning.

However, despite this internal progress, SBAC scores showed a slight decline from the previous year. This presented a challenge in aligning classroom gains with statewide assessment outcomes. Nevertheless, the school maintained fidelity to its planned actions and continued to emphasize data-informed instruction and tiered interventions. Ongoing efforts focus on strengthening core instruction and refining placement practices to bridge the gap between daily academic performance and summative assessment results.

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.

Due to the discontinuation of A2A attendance tracking and the loss of one vice principal in the 25/26 school year, the school will experience changes in staffing and support services. These changes led to differences in areas tied to student support and engagement. As a result, the percentage of planned improvements in services may differ from the percentage actually achieved.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions taken to support student progress have shown mixed effectiveness. SED (socioeconomically disadvantaged) students have demonstrated academic growth, indicating positive impact from targeted interventions. However, EL (English Learner) students did not show similar progress, and while attendance among SWD (students with disabilities) has improved, further support is needed to address gaps in achievement.

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

We will have one less Assistant Principal in 2025/2026. This loss may have a significant impact on academic growth by reducing the capacity for overseeing and coordinating key academic initiatives. With one less administrator, there may be less time and attention devoted to supporting teachers, managing student progress, and implementing intervention programs.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CCSS aligned curriculum and instructional materials	Books, supplies, technology, instructional software, hardware and materials.	$50,000.00	No
1.2	After School Homework Center	Available to all students, working on targeted areas of need.	$25,000.00	Yes
1.3	Instructional Materials	Copy machine lease, maintenance, copier consumables, laminator maintenance and consumbales	$25,000.00	No
1.4	Supplemental Curriculum	Books and supplies - supplemental curriculum to support during school and extended day intervention needs	$25,000.00	Yes
1.5	Software License	Library Software Site License (ASB Works)	$500.00	No
1.6	Materials for UPP Students	Provide Supplies, backpacks, PE uniforms, etc for students in need to ensure equitable access	$2,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

All teachers at Price possess credentials appropriate to their position. Major focus areas this year will be:
1. Supporting teachers in the new NGSS adoption.
2. 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of teachers who are appropriately assigned (i.e., have an assignment monitoring outcome of "clear").	100% teachers are appropriately assigned and credentialed in subject area per Annual	2024/2025 100% teachers are appropriately assigned and credentialed in		Continue to maintain 100% of appropriately placed teachers	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SARC/Local Indicator the annual School	subject area per Annual SARC/Local Indicator the annual School			
2.2	Participating in Professional Development Opportunities	SEL emphasis included Breath for Change and Trauma Informed Teaching for all staff. Provide specific PD for CADA (ASB and PBIS) NGSS pilot, HMH refresher	2024/2025 GLAD PD Power Teacher Pro Refresher PD AI PD EL PD		Maintain district supported professional development and Site based specific PD for all teachers	No change
2.3	Level of staff satisfaction from professional development surveys	Continue to raise satisfaction. Staff indicated that the professional development, training and staff collaboration was an effective use of their time	2024/2025 Continue to raise satisfaction. Staff indicated that the professional development, training and staff collaboration was an effective use of their time		Continue to provide meaningful Professional Development	No change
2.4	Induction Program for all eligible Price teachers	All teachers eligible for BTSA participated	2024/2025 All teachers eligible for BTSA participated		Continue to provide support for new teachers completing their credentials.	
2.5	School wide and District Leadership opportunities	Teacher choice on Yard Duty and Adjunct duties. Opportunities to	2024/2025 Teacher choice on Yard Duty and		Continue to involve teachers in site decision making	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		be a part of the MTSS Team, Leadership Team, PBIS Team. (Some responsibilities/team titles may change)	Adjunct duties. Opportunities to be a part of the MTSS Team, Leadership Team, PBIS Team. (Some responsibilities/team titles may change)		and leadership and continue to provide choice.	
2.6	Placement of University Student Teachers	One teacher candidate was provided a master teacher	2024/2025 Two teacher candidates were provided a master teacher		Continue to place student teachers as needed	No change
2.7	Equity & Inclusion Process	Equity data collection walks to increase inclusion, rigor and overall equity	2024/2025 Continue working with Nicole Anderson to increase inclusion, rigor, and overall equity		Continue working with Nicole Anderson and implementing equity strategies and staff development	No change

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This year, Price Middle School has added eight new teachers, supported by a strong MTSS framework and a capable leadership team, including two effective assistant principals and one instructional specialist. The school is staffed by 59 teachers and 54 classified staff, with mentor teachers guiding new hires to ensure their success.

Specialized support is provided across departments, with Thom Stephens mentoring two science teachers and Michal Stachnick supporting one social studies teacher. Math coach Ashley Davis assists new math teachers and others in need of help, while Emily Cooper leads "Spotlite on Sped" presentations during staff meetings, ensuring all educators are prepared to support students with disabilities

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.

In 2024–25, funds were used to support two parent information nights and several in-house, teacher-led professional development sessions. These expenditures contributed to improved services but differed slightly from the original budgeted plan. Due to a reduced budget for 2025–26, similar activities may be scaled back, leading to differences between planned and actual service levels.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The teacher-led professional development sessions held this year have been effective in building instructional capacity and fostering collaboration among staff. These actions have supported progress toward academic goals, particularly in classrooms where strategies were directly implemented. Looking ahead, we will explore creative funding options to sustain and expand professional development opportunities.

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

Reduction of one administrator for 25/26. We have implemented Professional Learning Communities (PLC's) in department and grade-level meetings to foster collaborative dialogue focused on student learning and instructional improvement. In these meetings, teachers have analyzed behavior and academic student data and the counselors and the administration meet regularly to review the data and collaboratively consider interventions to support students.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development & Collaboartion	Provide Professional Development and Collabortion Time in the following areas: SEL (Trauma Informed PD and Breath for change PD) GLAD PD CADA	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Inclusion and Equity Training Expenditures to include: conferences, on site collaboration (scoring for writing assessments, benchmarks and MARS tasks) and data driven planning		
2.2	Professional Development & Collaboration	Provide Professional Development and Collaboration Time in the following areas; 1. Instructional Best Practices 2. Data Driven Collaboration 3. Technology Integration and Digital Citizenship Expenditures to include: conferences, on site collaboration.	$4,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of 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 potential.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Price Middle School acknowledges the positive results reflected in their PBIS Self Evaluation Tool score of 95%, indicating a campus environment that supports positive behavior and sustained student engagement. Despite this achievement, the school community recognizes the ongoing need for additional student support. Emphasizing school climate as a top priority, Price Middle School is committed to ensuring that all students learn in a safe and nurturing environment. Metrics such as the School Climate Survey, SWIS Office Major Referrals, Suspension Rate, Attendance Rate, Chronic Absenteeism Rate, participation in extracurricular activities, and counseling referrals are crucial in assessing and addressing these priorities effectively.

Moreover, there is a recognized urgency in addressing mental health needs, with a particular focus on enhancing counseling services to support student well-being. The metrics outlined provide a comprehensive framework for evaluating and improving the overall school climate and mental health support systems. Price Middle School's commitment to these metrics underscores their dedication to fostering a positive and supportive learning environment where every student can thrive academically and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Climate Survey area of need: Behavior of my Classmates allow my teacher to teach	12% Strongly agree, 50% somewhat agree	2024/2025		Raise 66% of students feel "students treat	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			85% of students "like Price Middle School" 88% students "feel successful at school." 93% of students "get along with other students at Price." 88% of students "feel safe at Price." 66% of students feel "students treat each other well at Price." 88% of students feel "there is an adult at Price who will help me if I need it."		each other well at Price." to 80%	
3.2	Attendance Rate	A minimum of 90%	96% Attendance Rate		Raise current attendance rate to 95%	Exceeded goal
3.3	Chronic Absenteeism	Chronic Absenteeism is at 11.2% for all students and 28% for SWD	2023/2024 Chronic Absenteeism is at 6.4% for all students and 19% for SWD		Decrease chronic absenteeism to below 5% for all students and below 15% for SWD	
3.4					Decrease referrals by 10% using preventative programs.	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Price Middle School has a strong PBIS team and Campus Safety Supervisor, ensuring a positive environment. Students can participate in activities like Valley Sports, rallies, dances, and clubs such as Dungeons & Dragons, Chess, Anime, and Art. The CHILL Room and mental health initiatives, including watercolor sessions, support student well-being.

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.

Budget constraints required reallocation of funds, leading to fewer resources available for student engagement and motivation initiatives.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Price Middle School collaborated with the County for Differentiated Assistance, engaging in coaching calls, meeting with students, and reaching out to parents. Staff also went into classrooms and targeted specific students, offering incentives for full-week attendance. As a result of these efforts, students with disabilities (SWD) saw a significant improvement in attendance, rising from 90.81% to 92.33%.

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

Price Middle School will continue to foster a positive environment with a strong PBIS team and Campus Safety Supervisor. Students will engage in a variety of activities, including Valley Sports, rallies, dances, and clubs such as Dungeons & Dragons, Chess, Anime, and Art. The school also emphasizes student well-being with the CHILL Room and mental health initiatives, offering creative outlets like watercolor sessions. We will be implementing a Wellness Center that will supportsstudents' mental, emotional, and physical well-being by providing a space to manage stress and challenges. It helps students develop coping skills, resilience, and emotional intelligence, leading to improved academic performance and behavior. A wellness center fosters a supportive and inclusive environment, reducing absenteeism and promoting overall student success.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Structured SEL Time for Unduplicated Student Support and Inclusive School Culture	Structured time dedicated to providing targeted social and emotional learning (SEL) activities for unduplicated students, with the aim of fostering a more inclusive and supportive school environment and improving the overall positive school climate. (Teacher hourly)	$25,000.00	Yes
3.2	Attendance Support	Establish strategies to increase attendance rates: 1. Staff and Administration will communicate the importance of regular school attendance via newsletter and other communication venues. 2. An automated system will contact parents when students are absent 3. Staff will review monthly Attendance Reports and follow up with students and families who are experiencing truancy issues. 4. Student Support will be increased through the expanded academic counseling positions (Costs captured in Goal 1)	$750.00	No
3.3	PBIS	Staff will establish programs and strategies to maintain a postive learning environment; preventing bullying and harassment of students and staff with an emphasis on social media awareness. 1. PROUD Program - a consistent language and behavioral language and behavioral standards will be continued. Proud redemption week incentives 2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. Provide release time for PBIS team to review data and create responsive plans to address needs.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3. Early detection/prevention - Improve student engagement behavior in the classroom by identifying early and appropriate interventions to help all students learn. 4. Staff will engage and involve parents in their child's education at all levels to change behavior and turn the focus on learning, including parent/teacher conferences; progress reports; student study team process. 5. Staff will be provided ongoing professional development on PBIS implementation with emphasis on Tier 2 and Tier II strategies and programs and working students with special needs in the general classrooms. 6. Teachers PD at CADA (California Association of Directors of Activity)		
3.4	Enrichment and Access	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. 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. Support after school sports program costs (coaching, etc...) through student scholarships Stipend for site Athletic Director $13,000, Music Director $7,000 and Activities Director $6,000. Salaries of Music coaches $3,000. Also various support coaches $5,000	$21,000.00	Yes
3.5	SEL Support	Services will be provided to meet the emotional, behavioral and mental needs of students. 1. School Counselors & Nugent Counseling Services - provides individual and group counseling for students through referral process or as needed basis. (Nugent Counselor and ½ of second Counselor District funded)	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. 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 (Habitutdes, Project Cornerstone) 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.		
3.6	School Safety	Staff will establish a comprehensive Safe School Plan which includes protocols and procedures that 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. 4. Provide adequate supervision with campus monitors and additional certificated staff as needed. 5. Stipends for teachers who help during their duty-free lunch.	$10,000.00	No
3.7	5-Star Program	5-Star Program, which monitors participation and engagement in school activities, with a specific focus on tracking and supporting unduplicated students to ensure equitable access and involvement. (Cost of Program)	$5,000.00	
3.8	Counseling Support	Employ a second counselor to ensure adequate support and intervention for at risk students. Support for Tier 1 and Tier 2 interventions and SST process as appropriate	$180,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of 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.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Parents at Price Middle School have expressed a desire for improved communication and access to information regarding student progress. There has historically been low participation rate in the Parent Engagement Survey. Price staff is eager to have more parent input in school decision-making processes and seek increased involvement in forums such as the School Site Council, Home & School Club, and English Learner Advisory Committee. Their feedback underscores the importance of enhancing communication channels and fostering greater parental engagement to better support student achievement and strengthen the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Average attendance at Home & School Club meetings	23/24 HSC general meetings were conducted in person There was on average 10 parents and 3 teachers in attendance	24/25 HSC attendance in general meetings remain the same.		Increase Home & School Club attendance through outreach up to 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Workshops	23/24 We did not have any parent information nights	24/25 We have 5 parent information nights around SEL and screen time.		Maintain at least 3 parent information nights	
4.3	Average attendance at School Site Council meetings	23/24 SSC members included 3 students (one from each grade level), four parents, two teachers and the school secretary.	24/25 Student participation was not consistent We combined SSC and ELAC meetings this year		Increase parent and student participation up to at least 3 students and at least 5 parents.	
4.4	5th Grade Parent Tours	23/24 We had one 5th grade parent tour	24/25 We had two 5th grade parent tours.		Continue to offer 2 5th grade parent tours.	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall implementation of parent engagement actions saw mixed results. While ELAC and School Site Council meetings had low attendance, the two parent information nights and the 5th grade parent tours were well attended and positively received. We will work on increasing parent engagement by 15%.

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.

There were material differences between budgeted and actual expenditures due to a significant decrease in Home & School Club fundraising this year. This shortfall impacted the funding available for auxiliary programs and materials. Increased efforts will be made to boost fundraising in 25/26.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

There is a challenge in sustaining regular committee participation, but also a success in organizing one-time events that effectively connected families to the school community.

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

Based on reflections from the past year, funds will be reallocated to strengthen parent outreach efforts, aiming to increase engagement and participation by 15% This adjustment will support revised goals and actions focused on improving family-school connections.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase two-way communication with parents	Staff will provide multiple opportunities to parents to provide input to programs and progress using Blackboard Connect, school website and a newsletter Communication will be provided in multiple languages Continue Parent Information events and activies	$5,000.00	No
4.2	Communication of Student programs & progress	Through written communication, staff will keep parents informed on academic programs and curriculum Parent annual survey Student progress is available online as well as a hard copy of progress reports and report cards sent home by mail Parent conferences schedule for students requiring additional support.	$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Community Building	Support parent events (Open House, BTSN, ELAC Meetings and Parent Information NIghts)	$5,500.00	No
4.4	Project Conerstone	SEL curriculum for 6th graders	$1,000.00	Yes

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$458,250.00	$0.00	$4,500.00	$0.00	$462,750.00	$269,500.00	$193,250.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	CCSS aligned curriculum and instructional materials	All	No			Specific Schools: Price 6-8	25/26	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.2	After School Homework Center	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		25/26	$15,000.00	$10,000.00	$25,000.00				$25,000.00	
1	1.3	Instructional Materials	All	No				25/26	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.4	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		25/26	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.5	Software License	All	No				25/26	$0.00	$500.00	$500.00				$500.00	
1	1.6	Materials for UPP Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.1	Professional Development & Collaboartion	All	No					$20,000.00	$10,000.00	$30,000.00				$30,000.00	
2	2.2	Professional Development & Collaboration	All	No					$4,500.00	$0.00			$4,500.00		$4,500.00	
3	3.1	Structured SEL Time for Unduplicated Student Support and Inclusive School Culture	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Price 6-8	25/26	$0.00	$25,000.00	$25,000.00				$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Attendance Support	All	No				25/26	$0.00	$750.00	$750.00				$750.00	
3	3.3	PBIS	All	No				25/26	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.4	Enrichment and Access	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Price 6-8	25/26	$20,000.00	$1,000.00	$21,000.00				$21,000.00	
3	3.5	SEL Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		25/26	$20,000.00	$0.00	$20,000.00				$20,000.00	
3	3.6	School Safety	All	No					$5,000.00	$5,000.00	$10,000.00				$10,000.00	
3	3.7	5-Star Program					All Schools	25/26	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.8	Counseling Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$180,000.00	$0.00	$180,000.00				$180,000.00	
4	4.1	Increase two-way communication with parents	All	No				25/26	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.2	Communication of Student programs & progress	All	No				25/26	$0.00	$7,500.00	$7,500.00				$7,500.00	
4	4.3	Community Building	All	No			Specific Schools: Price 6-8	25/26	$5,000.00	$500.00	$5,500.00				$5,500.00	
4	4.4	Project Conerstone	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$1,000.00	$1,000.00				$1,000.00	

Price Middle School

Site LCAP School Site Council (SSC) Assurances Signature Page

As required by the Local Control Accountability Plan (LCAP) process, the School Site Council (SSC) has reviewed the LCAP for our school. The SSC members confirm that they have provided input, discussed the plan's alignment with school and district goals, and approved the final submission of this LCAP.

SSC Member Name	Role (Parent, Teacher, Staff, Student, Admin)	Signature
Boby-Lou Bottu Manzi	Teacher	B. Bottu-Manzi
Orly Aicler	Parent	
Sam Shiraishi	Parent	
Chrissy Terwilliger	staff / I.S.	
Lisa DeMarquez	~~staff~~ Teacher	
Analiese Orlando	staff / Secretary	

Date of SSC Approval: 5/6/2025

SSC Chair's Name: Sam Shiraishi

Signature:

Principal's Name: Margaret Lavin

Signature: Margaret Lavin