# Price Middle School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)

## General Information about the School Accountability Report Card (SARC)

| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. |
|---|---|
| | - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. |
| | - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. |
| | - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |

| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |
|---|---|

## 2023-24 School Contact Information

| | |
|---|---|
| **School Name** | Price Middle School |
| **Street** | 2650 New Jersey Avenue |
| **City, State, Zip** | San Jose |
| **Phone Number** | 4083772532 |
| **Principal** | Margaret Lavin |
| **Email Address** | lavinm@cambriansd.com |
| **School Website** | https://www.cambriansd.org/Domain/11 |
| **County-District-School (CDS) Code** | Santa Clara |

## 2023-24 District Contact Information

| | |
|---|---|
| **District Name** | Cambrian School District |
| **Phone Number** | (408) 377-2103 |
| **Superintendent** | Kristi Schwiebert |
| **Email Address** | schwiebertk@cambriansd.com |
| **District Website** | www.cambriansd.org |

## 2023-24 School Description and Mission Statement

Price Middle School embraces the whole child by celebrating diversity, instilling in students the joy of learning, and advancing critical thinking skills to succeed in the global community. The staff at Price Middle School understands that education is a shared responsibility of the school staff, parents, community and the individual learners to thrive in the 21st century. Towards this goal, Price has structured its academic program to ensure that the needs of all students are being met. Our collaborative efforts have resulted in the implementation of Common Core State Standards which encompasses ASD (Academic Skills Development) and study strategies classes, ELD classes, accelerated math classes, and extensive elective choices. Student needs are further met with an emphasis on writing across the content areas and extended day opportunities available after school. The implementation of teacher teams assists in interdisciplinary instruction and connectivity. Educational excellence is celebrated and rewarded at all levels throughout the year, as evidenced by solid academic scores.

MTSS, the multi-tiered systems of support 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 Professional Development and learning opportunities resulting in increased student engagement, effective cooperative learning and the reinforcement of best practices. Price Middle School offers students the benefits of these programs and sees student success in high school and beyond. Shared responsibility for student success ensures the development of students into productive members of our community.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 6 | 323 |
| Grade 7 | 275 |
| Grade 8 | 272 |
| Total Enrollment | 870 |

### 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 48.5% |
| Male | 51.5% |
| Asian | 16% |
| Black or African American | 2.3% |
| Filipino | 2.3% |
| Hispanic or Latino | 31.1% |
| Native Hawaiian or Pacific Islander | 0.2% |
| Two or More Races | 9.3% |
| White | 37% |
| English Learners | 14.5% |
| Foster Youth | 0.1% |
| Homeless | 0.9% |
| Socioeconomically Disadvantaged | 21% |
| Students with Disabilities | 10.9% |

| A. Conditions of Learning | State Priority: Basic |
|---|---|

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 35.80 | 88.00 | 134.50 | 90.28 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.00 | 2.45 | 2.00 | 1.34 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.10 | 2.70 | 2.10 | 1.41 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.10 | 0.39 | 1.30 | 0.91 | 12115.80 | 4.41 |
| Unknown | 2.60 | 6.40 | 9.00 | 6.05 | 18854.30 | 6.86 |
| Total Teaching Positions | 40.70 | 100.00 | 148.90 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 35.50 | 86.25 | 129.30 | 90.13 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.60 | 1.60 | 2.60 | 1.85 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.10 | 0.39 | 1.10 | 0.81 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2.00 | 4.85 | 2.10 | 1.51 | 11953.10 | 4.28 |
| Unknown | 2.80 | 6.86 | 8.10 | 5.69 | 15831.90 | 5.67 |
| Total Teaching Positions | 41.20 | 100.00 | 143.40 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 1.10 | 0.10 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.10 | 0.10 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 2.00 |
| Local Assignment Options | 0.10 | 0.00 |
| Total Out-of-Field Teachers | 0.10 | 2.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.7 | 0.4 |
| No credential, permit or authorization to teach<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.1 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | January 2024 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Houghton Mifflin Collections/2019 | Yes | 0 |
| Mathematics | CPM/2017 | Yes | 0 |

| | | | |
|---|---|---|---|
| **Science** | McGraw-Hill Inspire Science Curriculum 2023 | Yes | 0 |
| **History-Social Science** | Houghton Mifflin, TCI | Yes | 0 |
| **Foreign Language** | Spanish: 6 - 8: McGraw Hill California Edition Buen Viaje<br>7 - 8: Glenco - Buen Viaje - Spanish | Yes | 0 |
| **Health** | Health Connected/2023 (7th Grade) | Yes | 0 |

## School Facility Conditions and Planned Improvements

The schools are situated on sites of 10 acres or more with classroom size at least 960 square feet in dimension. Each school has a separate staff room with adult restrooms and kitchenette facilities.

Ida Price School cleanliness is maintained by four staff custodians who are assigned to the school with eight-hour shifts. They provide cleanliness and custodial support at the facility.  Custodial work is augmented by district maintenance and grounds staff whose job is to maintain the school buildings and grounds.  All assured jobs are completed in a timely manner through an automated work order system.

Learning is enhanced by the improvement in lighting output at lower consumption rates. Fire alarm systems are maintained at strict state standards.  Upgrades to Price's classrooms were done (ceiling and carpet) during the 2015-16 school year, and solar panels were installed in the PE area and parking lot. Gas lines were replaced in summer 2021.  Current Measure R funding will provide for the upgrading & replacement of classroom HVAC units, replacement of some portable classrooms, and 1 MIL in district-wide technology expenditures.  Work commences during the summer of 2022.

Cambrian is extremely proud of the technology infrastructure. There is a 1:1 ratio for student to chromebook. Computers are networked and linked to the Internet. There is a districtwide technology specialist available to the schools and additional support from teacher representatives at each site who assist fellow teachers with any problems or questions that might occur. The districtwide technology plan is currently being updated to future enhance its use in the learning process.

| **Year and month of the most recent FIT report** | 1/10/2023 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | Summer 2022 Measure R modernization projects completed.  Replaced classroom HVAC systems. Additional HVAC replacements in common areas commencing summer 2023.  Centralized control of all site HVAC systems is expected by end of summer 2024 |
| **Interior:**<br>Interior Surfaces | X | | | As part of the Measure R funded HVAC upgrades, new counter tops, wall cabinets and floor cabinets have been installed throughout the sites.  New sinks and faucets will be installed summer of 2024. |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | We have implemented new cleaning schedules, methods and documentation.  All custodial staff participate in ENVIROX computer and live training courses. Department holds monthly safety training & regular email communication is used to keep staff up to date on any issues. We have implemented our centralized supply ordering system.  Any pest/vermin sightings are immediately reported to District Office, addressed by Clark Pest Control, and documented. Grounds staff maintain trees 5' away from building roofs/walls & shrub branches 2' off of soil & 2' away from building walls. |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Electrical** | | | X | Most subpanels and classroom wiring scheduled for evaluation leading to replacement/upgrading as necessary, Solar system requires evaluation leading to possible further additional installations to offset increasing energy costs; many due to new regulations and regional climate challenges.  Measure R funding will be used to increase energy efficiency at each site. Elimination of fluorescent lighting in all interior and exterior areas, dimming switches, motion sensor lighting, and centralized lighting controls for each site are currently in process and scheduled to be completed June, 2024, as part of Measure R. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | All toilets/sinks have been placed on a preventative maintenance schedule, whereby seals are regularly replaced to avoid leaking toilets/faucets.  Further ADA upgrades completed through Measure R.  Future upgrades including increasing the number of touchless toilets/faucets are scheduled to begin summer of 2024.  Ongoing replacement of older backflow preventers and standardizing all fixtures. |
| **Safety:** Fire Safety, Hazardous Materials | X | | | Fire safety has been vastly improved as part of the Measure R. funded upgrades.  Voice command upgrades have been installed in all five sites lacking voice command features.  All District properties recently passed annual Fire Marshall inspections.  All combustible fuel is stored in fireproof cabinets.  The District will begin properly disposing of old paint by turning it in to a certified paint collection center during summer of 2024 |
| **Structural:** Structural Damage, Roofs | X | | | There exist no known structural damages.  Roofs are in overall good shape with a few minor leaks. Substantial roofing replacement will possibly need to occur over the next three to five years.  Price Community Center Gymnasium will receive extensive flat roof re-roofing and all new HVAC systems throughout between summer 2024 and summer 2025 |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Beginning summer of 2024, Measure R funding will provide upgraded field irrigation monitoring systems for early leak detection, moisture sensors for automatic pre and post rain shutoff of sprinklers, and the placement of the most water efficient sprinkler heads.  There is an ongoing effort to eliminate unused lawn space at each site.  In April 2023, the District replaced most gas powered grounds and custodial equipment with battery operated equipment.  In this effort, the District contracted with American Green Zone Alliance (AGZA) for an independent assessment of the District's environmental impact with regards to gas powered grounds and custodial equipment, prior to switching over to battery powered grounds and custodial hand tools. Many playground repairs have been completed to ensure the safety of all site playgrounds, and playground inspections are ongoing.  Playground upgrade designs have been completed by Northern California Play Works and District staff.  All deigns include ADA playground upgrades; pour-in-place (PIP) |

## School Facility Conditions and Planned Improvements

| | | | surfaces and ADA play features.   District staff is planning the commencement of these new playground upgrades at all sites as soon as the feasible elements recommended by site staff and community stakeholders has been incorporated into the design, and the District, the site staff and the community stakeholders have agreed, as much as possible. |
|---|---|---|---|

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 66 | 65 | 69 | 67 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 52 | 53 | 60 | 61 | 33 | 34 |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 875 | 851 | 97.26 | 2.74 | 65.06 |
| Female | 423 | 408 | 96.45 | 3.55 | 69.04 |
| Male | 452 | 443 | 98.01 | 1.99 | 61.40 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 144 | 141 | 97.92 | 2.08 | 85.71 |
| Black or African American | 21 | 19 | 90.48 | 9.52 | 57.89 |
| Filipino | 19 | 19 | 100.00 | 0.00 | 73.68 |
| Hispanic or Latino | 277 | 267 | 96.39 | 3.61 | 46.82 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 96 | 96 | 100.00 | 0.00 | 66.67 |
| White | 316 | 307 | 97.15 | 2.85 | 70.68 |
| English Learners | 110 | 99 | 90.00 | 10.00 | 25.25 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 167 | 156 | 93.41 | 6.59 | 36.54 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 96 | 92 | 95.83 | 4.17 | 19.57 |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 875 | 858 | 98.06 | 1.94 | 52.56 |
| Female | 423 | 411 | 97.16 | 2.84 | 51.09 |
| Male | 452 | 447 | 98.89 | 1.11 | 53.91 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 144 | 143 | 99.31 | 0.69 | 79.02 |
| Black or African American | 21 | 19 | 90.48 | 9.52 | 42.11 |
| Filipino | 19 | 19 | 100.00 | 0.00 | 52.63 |
| Hispanic or Latino | 277 | 272 | 98.19 | 1.81 | 28.68 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 96 | 96 | 100.00 | 0.00 | 57.29 |
| White | 316 | 307 | 97.15 | 2.85 | 60.26 |
| English Learners | 110 | 109 | 99.09 | 0.91 | 19.27 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 167 | 160 | 95.81 | 4.19 | 24.38 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 96 | 92 | 95.83 | 4.17 | 16.30 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 52.40 | 42.11 | 66.49 | 63.74 | 29.47 | 30.29 |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 271 | 266 | 98.15 | 1.85 | 42.11 |
| Female | 135 | 130 | 96.30 | 3.70 | 43.85 |
| Male | 136 | 136 | 100.00 | 0.00 | 40.44 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 39 | 39 | 100.00 | 0.00 | 71.79 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 85 | 84 | 98.82 | 1.18 | 22.62 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 25 | 25 | 100.00 | 0.00 | 52.00 |
| White | 110 | 107 | 97.27 | 2.73 | 44.86 |
| English Learners | 28 | 27 | 96.43 | 3.57 | 11.11 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 52 | 51 | 98.08 | 1.92 | 21.57 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 37 | 36 | 97.30 | 2.70 | 11.11 |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.  Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 7 | 98.5% | 98.9% | 99.3% | 98.2% | 99.3% |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2023-24 Opportunities for Parental Involvement

Parent Involvement Committees allow parents and community members to volunteer their time according to their availability, abilities and matching the needs of our students and staff. Assisting in the classroom, working with students through Project Cornerstone, supporting the Chill room at lunch, supervising school events, helping teachers with outside tasks are a few of the ways in which a parent could help at Price.  Home & School Club is the organization that assists in fundraising and supporting our school-wide programs.  They also work to provide events that build community.

The School Site Council works collaboratively with staff, students and administration to assist in the development of the school plan, budget and monitor our progress.  We work collaboratively with our parent committees to encourage parent involvement and partnerships and extend extra efforts to focus on our target students and families.

The ELAC is our parent group focusing on the needs of students learning English as a second language.  This parent group supports Price in designing and monitoring supports for English Language Learners and provides opportunities for enrichment for both students and families.
Parent Nights provide opportunities for parents to learn about our curriculum, parenting skills and enjoy many student performances that we provide.

Other opportunities are available for community and parental involvement at the school; Price Fun Fest, community center activities, band, athletics, and Home & School Club events.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 898 | 889 | 100 | 11.2 |
| Female | 435 | 429 | 54 | 12.6 |
| Male | 463 | 460 | 46 | 10.0 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 146 | 146 | 5 | 3.4 |
| Black or African American | 22 | 20 | 5 | 25.0 |
| Filipino | 20 | 20 | 0 | 0.0 |
| Hispanic or Latino | 287 | 281 | 46 | 16.4 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 1 | 50.0 |
| Two or More Races | 82 | 82 | 8 | 9.8 |
| White | 324 | 323 | 33 | 10.2 |
| English Learners | 129 | 129 | 19 | 14.7 |
| Foster Youth | 4 | 3 | 2 | 66.7 |
| Homeless | 10 | 10 | 5 | 50.0 |
| Socioeconomically Disadvantaged | 206 | 203 | 52 | 25.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 108 | 103 | 29 | 28.2 |

## C. Engagement

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 1.27 | 4.12 | 6.24 | 0.40 | 1.68 | 2.56 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 6.24 | 0 |
| Female | 3.91 | 0 |
| Male | 8.42 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0.68 | 0 |
| Black or African American | 13.64 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 8.71 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 10.98 | 0 |
| White | 5.56 | 0 |
| English Learners | 5.43 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 11.17 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 11.11 | 0 |

## 2023-24 School Safety Plan

Cambrian is a small school district with a long history of a safe learning environment. Absenteeism is less than 4% a year; suspensions are less than 5% for the school. Students are aware of safety plans should emergencies arise and practice them regularly. Cambrian works with local agencies to provide a safe environment, which promotes learning.

The school safety plan is directed at 3 scenarios.
1. Disaster preparedness: e.g. weather, earthquake
2. Dangerous persons/activities on campus
3. How to handle an emergency situation

Mock preparedness drills are conducted throughout the school year. Teachers are provided an in-service/review of the safety plan before the beginning of the school year. Through consultation with the San Jose Police Department and the San Jose fire Department recommendations, Price is working with staff and students to develop updated responses to potential crisis situations.  Our Home and School Club is also working to support the school with the updating of emergency supplies. Students are provided overviews of escape plans and evacuations in plans should an emergency arise throughout the school year. Parents are informed of mock drills through parent newsletters.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 23 | 9 | 17 | 2 |
| Mathematics | 23 | 13 | 14 | 3 |
| Science | 28 | 2 | 21 | 1 |
| Social Science | 28 | 1 | 22 | 2 |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 23 | 8 | 18 | 1 |
| Mathematics | 24 | 9 | 18 | 2 |
| Science | 28 | 3 | 20 | |
| Social Science | 29 | 1 | 20 | 1 |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 25 | 6 | 17 | 0 |
| Mathematics | 23 | 14 | 13 | 1 |
| Science | 28 | 4 | 19 | 0 |
| Social Science | 29 | 0 | 20 | 0 |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | 2 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 1.0 |
| Psychologist | 1.4 |
| Social Worker | |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 3 |
| Other | |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $6,020 | $108 | $5,912 | $91,503 |
| District | N/A | N/A | $4,448 | $89,294 |
| Percent Difference - School Site and District | N/A | N/A | 28.3 | 2.4 |
| State | N/A | N/A | $7,607 | $75,753 |
| Percent Difference - School Site and State | N/A | N/A | -25.1 | 18.8 |

## Fiscal Year 2022-23 Types of Services Funded

After-School Homework Center (after-school tutorials)
Elevate Math program
Ramp Up Math program
Counseling Support Services (school-based academic counselors, Nugent Counselor)
English Language Development I AND II Instructor
Teacher on Special Assignment aimed at providing increased program monitoring and intervention coordination
Music (includes band and choir)
Athletics
Technology
Library

State and federal funding also supported the following special programs districtwide.
- Title I, Part A: Basic Grant for High-Needs Students
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: English Learner and Immigrant Programs
- Title IV, Part A: Student Support and Academic Enrichment

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $61,710 | $48,481 |
| **Mid-Range Teacher Salary** | $86,491 | $73,129 |
| **Highest Teacher Salary** | $110,640 | $99,406 |
| **Average Principal Salary (Elementary)** | $137,912 | $117,381 |
| **Average Principal Salary (Middle)** | $153,712 | $128,158 |
| **Average Principal Salary (High)** | N/A | |
| **Superintendent Salary** | $230,000 | $138,991 |
| **Percent of Budget for Teacher Salaries** | 36.24% | 29.34% |
| **Percent of Budget for Administrative Salaries** | 6.91% | 5.99% |

## Professional Development

District-wide staff professional development are reflective of students, staff, school and district's goals and needs. Professional learning activities are designed to engage teachers in learning and implementing best practices that benefit student learning in alignment with district goals. These opportunities for professional learning include the following:

- CPM curriculum and instruction professional development
- HM curriculum and instruction professional development
- Visible Learning
- Step Up To Writing
- GLAD
- CCSS best practices with an emphasis on adolescent brain research
- Best practices for inclusion

## Professional Development

- District/Side/Grade Level Collaboration Time - establishing PLC protocols

Staff development is designed in our primary areas of focus: Common Core instruction, English Learner instruction (GLAD strategies), SVMI professional developent. Using CCSS assessments, professional development is aligned with district,school,and/or individual professional needs to ensure teachers have the adequate background, skills, and materials they need to support student learning. When new programs are introduced (e.g. math, science or language arts), specific time is dedicated to staff development to ensure the even and effective implementation of the program. The following are some examples of professional development opportunities that have taken place at Price Middle School over the last three years:

- After an 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.
- Critical thinking and problem-solving strategies and 21-century skills
- Continued work on developing Professional Learning Community protocols
- -Continued support with technology with Matt Hill
- Ongoing math professional development

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 5 | 5 | 5 |