

# Price Middle School

Local Control & Accountability Plan

2023-2024



# Who is Price?

- 872 6-8th grade students that reflect the diversity of Silicon Valley
  - 36% White
  - 32% Hispanic
  - 16% Asian,
  - 11% two or more races, 3% African American, 2% Other
- 100 SpEd student (11%)
- 48 Teachers, approximately \_\_\_\_ paraeducators
- Expansive electives
  - PTLW I & II, Media Production, Ceramics, Digital Art, Art I
  - Forensics, Leadership, Yearbook, Choir I, II, & III, Bass Clef Choir
  - Treble Clef Choir, Band I, Spanish, Rocketry
- Expansive sports program (more than 50% of students)
  - 110+ Students participated in Cross Country
  - 82+ students played Varsity and JV Volleyball
    - 3 teams per grade level
  - 75 students played Varsity and JV Basketball
    - 3 teams per grade level
  - 72 students played Varsity and JV Soccer
  - 145+ Students participated in Track & Field



As Jenn Dodge says, "It's our little city!" We even have a store and a jail



# **Goal 1 - High Student Achievement**

**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.**

## *Highlights*

- All sixth grade students receive ELA & Math ASD class.
- 7/8 grade support classes for students not meeting standard
- Strong ELD 1 & 2 support classes
- Read 180 for 6th, 7th & 8th grade, ELD 1 & 2 & Sped
- High academic electives
- Focus on HS & College readiness
- Advanced Math and ELA placement

# **Differentiated Support**

## **Study Strategies (7th/8th) - Semester 2**

- 13 students

## **Student Success Class**

- Supporting 11, 8th graders who are far below grade level standards

## **English Language Development Program - Semester 2**

ELD1 System 44: (Phonics based approach follows Read 180 format)

- 19 students

ELD2 Read 180:

- 20 students



Chess Club



Rocketry



NJHS

# English Learner Progress

## 2020

- 94 ELs - 15 RFEP (16%)
  - No SBAC that year went off of aReading data

## 2021

- 105 ELs - 8 RFEP (8%)
  - Lower writing scores & grades during distance learning - we were being conservative about who we RFEP-ed

## 2022

- 122 ELs - 16 RFEP (13%)
  - 32 - potential (hit ELPAC Level 4) out of 32, 16 met all criteria

## 2022 CA Dashboard English Learner Progress Indicator


### English Learner Progress



**68.3% making progress towards English language proficiency**

CA  
Dashboard  
Equity  
Report

# 2022 CA Dashboard Equity Report - ELA

Student Groups	Status Level	DFS*	Participation Rate
All Students	High	+34.5	842
Students with Disabilities	Very Low	-75.9	112
Foster Youth	*		
Homeless	*		
English Learners	Low	-75.7	101 
African American	*		
American Indian or Alaska Native	*		
Socioeconomically Disadvantaged	Low		
Hispanic	Low		
Native Hawaiian or Pacific Islander	*		
White	Very High		
Two or More Races	Very High		
Filipino	*		
Asian	Very High		

\* Distance from standard (DFS)



# 2022 CA Dashboard Equity Report - Math

Student Groups	Status Level	DFS*	Participation Rate
All Students	High	+2.3	842
Students with Disabilities	Very Low	-115.2	113
Foster Youth	*		
Homeless	*		
English Learners	Low	-98.9	102
African American	*		
American Indian or Alaska Native	*		
Socioeconomically Disadvantaged	Low		
Hispanic	Low		
Native Hawaiian or Pacific Islander	*		
White	High		
Two or More Races	High		
Filipino	*		
Asian	Very High		

# Actions/Next Steps

- Targeted support for SED/IEP/Hispanic students
  - Emily Cooper & I are working together to develop collaboration time between special education and general education teachers focused on curriculum and IEP development. restructure Learning skills and include SpEd teachers in PLCs
- Continue to identify and meet with families of students who are chronically absent
- Continue additional supplemental target instruction for ELA & Math for 6/7/8th grade using current data.
- Continue Read 180 curriculum for use in General Education intervention, ELD and Special Education.
- Expand study strategies class as an elective.
- NGSS Curriculum adoption
- House SEL curriculum in one place (ie, soft start example)

# Goal 2 - Effective Leadership, Teaching, and Learning

**High quality staff through recruitment, retention and professional development.**

## *Highlights*

- Emphasis on Equity and Inclusion through Equity Proficiency
  - Nicole Anderson & Associates Consulting
- Professional Development around equity and inclusion
  - Presenters James Kimure and Emily Cooper, future administrators
  - Equity team around *Race to be Human* role out. After the movie, 47% of students reported the movie had a positive effect, 70% of students reported feeling more aware of racism after watching the film.
- Kamal Sangha, Angela Kochiyama, Lindsay Mar & Ashley Davis PD on Social Justice in Mathematics SVMI (Silicon Valley Math Institute)
- CADA (California Association of Directors of Activities)
  - Jenn Dodge, Sarah Sullivan, Stacey Bibo & Angela Kochiyama



# Actions/Next Steps

- Offer coaching & PD opportunities (SVMI - Silicon Valley Math Institute PDs on social Justice in Math)
  - Math talks, creating re-engagement lessons, maximizing virtual tools, making connections to the new California Math Framework
- Additional AP will support staff on Tier 1 instruction, SEL, and after school enrichment programs (recruit students, parent outreach, oversee clubs, observation opportunities)
- Continue equity and restorative practice PDs
- PLC (Professional Learning Community) in Department meetings
  - Include SpEd team for collaboration and looking at data
  - PD around SpEd inclusion, accommodations, and formative assessment based on content standards

# **LCAP Goal 3 - Positive School Environment, Climate, & Culture**

**Provide a supportive, orderly, and purposeful learning environment so that students can reach their full academic potential.**



# Highlights



- 22/23 YMCA Project Cornerstone Asset Champions for “Caring School Climate”
- Strong PBIS team
  - Redemption Week, Proud Matrix, PAC meetings
- Campus Safety Supervisor
  - Helps with brunch, lunch, afterschool, great rapport with students.
- Valley Sports lunch and afterschool sports
- Leadership
  - Peace Ceremony, Mission Kindness, Red Ribbon Week, Rallies, Dances, Student Store
- Clubs
  - Writing, art therapy, LGBTQ, math, water color, knitting
  - Chess club (20 student after school 80 participated in tournaments 60 blitz games during lunch/brunch)
  - National Junior Honor Society - NJHS (50 students)
  - Homework club (50 students Fall, 30 this Spring)
- Nugent Counselor for General Ed and SpEd students
- Two counselors
  - Running individual and groups counseling sessions.
  - Counseling referral form is now online





Previous attachment

**Band Practice**



**Parent/Student Bball Game**



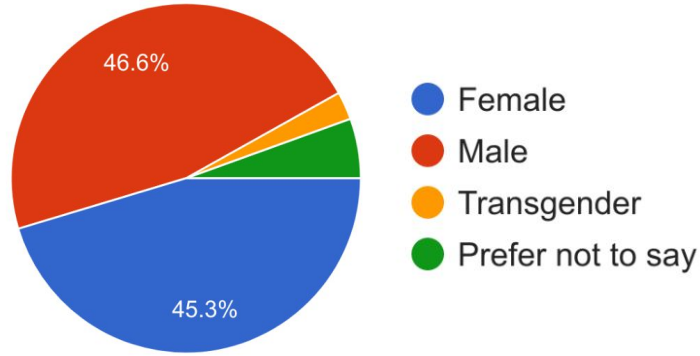
**PAC**



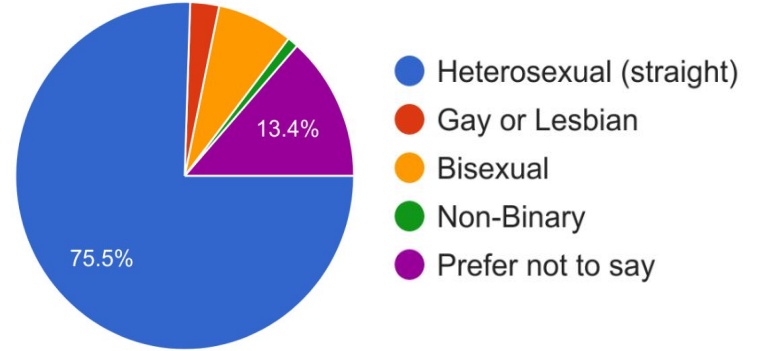
**Color Guard**

# Student Climate Survey (580 responses)

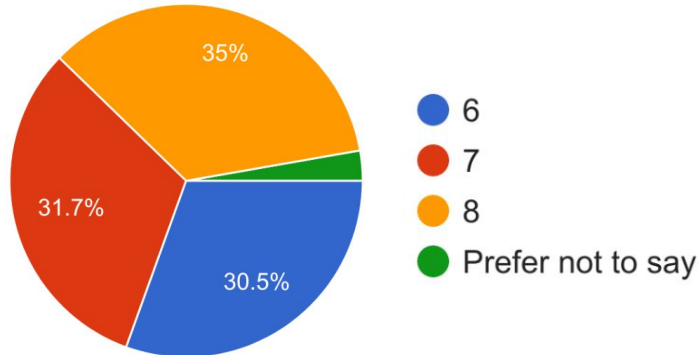
What is your gender or gender identity?



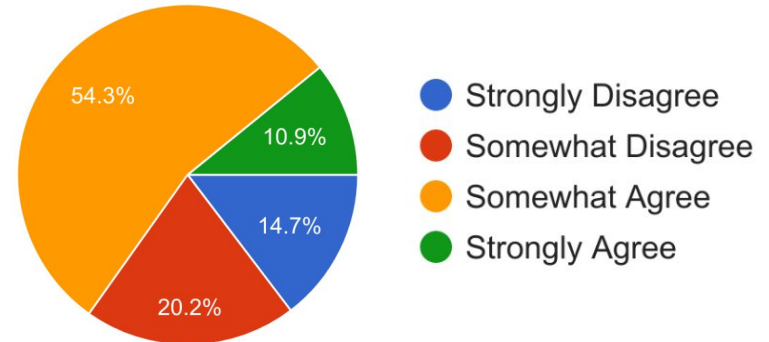
Which of the following best describes you?



What grade are you in?



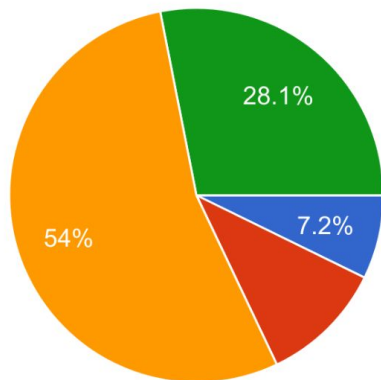
I like school.



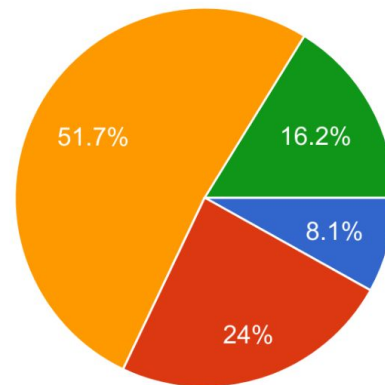


# Student Climate Survey Cont. (580 responses)

I feel successful at school.

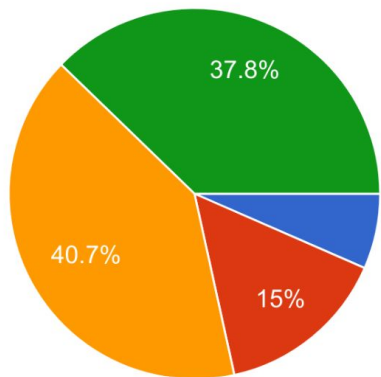


I feel my school has high standards for achievement.

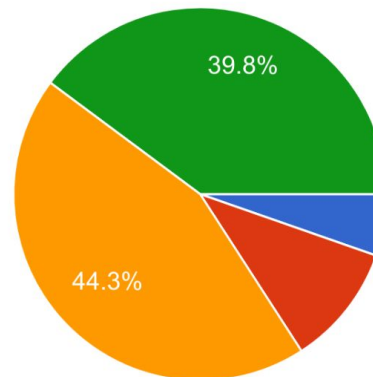


- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

My school set clear rules for behavior.

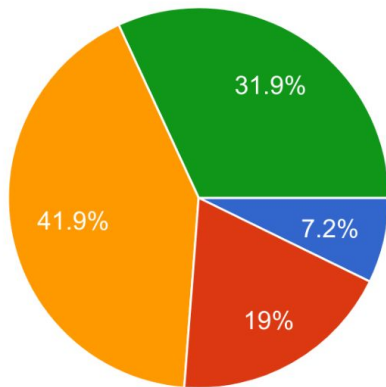


Teachers treat me with respect.



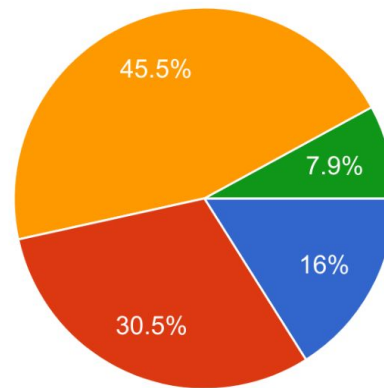
# Student Climate Survey Cont. (580 responses)

The behavior in my class allow the teachers to teach.

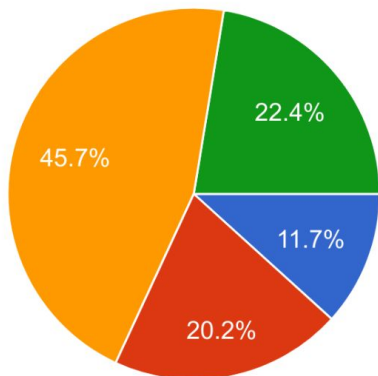


- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

Students are frequently recognized for good behavior.

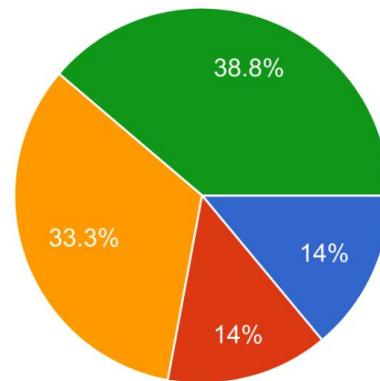


School is a place at which I feel safe.



I know an adult at school that I can talk with if I need help.

---



## 2022 CA School Dashboard Equity Report - Suspension Rates

Student Groups	Status Level	Rate
All Students	Medium	4%
Foster Youth	*	
African American	*	
American Indian or Alaska Native	*	
Homeless	*	
Students with Disabilities	Medium	
Native Hawaiian or Pacific Islander	*	
Socioeconomically Disadvantaged	High	10%
Hispanic	Medium	
English Learners	Medium	
Two or More Races	Low	
White	Medium	
Filipino	*	
Asian	Low	

# 2022 CA Dashboard Equity Report - Absenteeism

Student Groups	Status Level*	Rate
All Students	High	12.1%
Foster Youth	*	
African American	*	
American Indian or Alaska Native	*	
Homeless	*	
Students with Disabilities	Very High	27%
Native Hawaiian or Pacific Islander	*	
Socioeconomically Disadvantaged	Very High	29%
Hispanic	Very High	21%
English Learners	High	
Two or More Races	Medium	
White	Medium	
Filipino	*	
Asian	Medium	

## **Actions/Next Steps**

Work with staff to generate ideas and implement recognitions for students in the classroom.

Implement SEL programs with fidelity

Continue working with families around attendance (SART/SARB)

Move climate survey out of PE

Expand 5-5 (personal connections to students).

Expand Chill Room to Monday, Wednesday, and Fridays (DONE)

# LCAP 4 - Strong Parent and Community Engagement

## Promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.

### Highlights

- LIKE & ANGST Community Screening
- English Learner Advisory Committee
- Newsletter
  - Highlighted academics
- NAMI (National Alliance Mental Illness) Walk
  - Raised over \$23,000 for NAMI
  - Student Driven
- School Site Council
- Home School Club
- Project Cornerstone
  - District participation
- Campus Tours
- FunFest
- Back-to-School Night
- Open House



**Camrion Families!**  
Please join us for a screening of



**Raising Awareness About Anxiety**

Angst raises awareness and opens up the conversation about anxiety, helping people understand and manage their symptoms and learn when and how to ask for help.

This hopeful and inspiring film has helped over 2 million people worldwide —working to de-stigmatize and normalize talking about mental health. The core goals are to help people recognize the symptoms, give them coping tools, and encourage them to reach out for support when they need it.

More information available at <https://www.impactful.co/angst>

---

**When:** 6 - 7:30pm on June 6, 2023  
**Where:** Steindorf Cafeteria  
**Who:** Parents and students age 10 and above.

# **Actions/Next Steps**

- **More community outreach to English learner families**
- **More communication with SED families (personal invitation to our families identified as SED to get their perspective on how we can support their students at school.**
- **Principal chats once every quarter for all parents**
- **Starting after school club around community service and service projects (Stacey Bibo who also runs NAMI walk)**



Price Construction Crew



College Days

