

# Price Middle School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Price Middle School
<b>Street</b>	2650 New Jersey Ave.
<b>City, State, Zip</b>	San Jose, CA 95124-1520
<b>Phone Number</b>	(408) 377-2532
<b>Principal</b>	Natalie Gioco
<b>Email Address</b>	giocon@cambriansd.com
<b>School Website</b>	<a href="https://www.cambriansd.org/Domain/11">https://www.cambriansd.org/Domain/11</a>
<b>County-District-School (CDS) Code</b>	43693856046486

## 2021-22 District Contact Information

<b>District Name</b>	Price Middle School
<b>Phone Number</b>	(408) 377-2103
<b>Superintendent</b>	Kristi Schwiebert
<b>Email Address</b>	schwiebertk@cambriansd.com
<b>District Website Address</b>	www.cambriansd.org

## 2021-22 School Overview

Price Middle School embraces the whole child by celebrating diversity, instilling in them the joy of learning, and advancing critical thinking skills to succeed in the global community. Price Middle School promises and works towards the understanding that education is a shared responsibility of public schools, parents, community and the individual learners to create the educated person in the 21st century. Towards this goal, Price has put in extensive hours in structuring 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, IR 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.

PBIS, the positive incentive program at Price, helps guide students to be responsible citizens who are able to meet future challenges and make sound choices behaviorally and academically. Teachers are continually developing as educators through PD and learning opportunities resulting in increased student engagement, effective cooperative learning and the reinforcement of best practices. Brain-compatible research, literacy strategies, differentiated teaching practices, health & wellness and 21-century skills combine to give strength and provide depth to our child-centered philosophy. Price Middle School offers students the benefits of these programs and sees student success in high school and post-secondary options of fulfilling employment or admission to institutions of higher learning. Shared responsibility for student success ensures the development of our students into productive members of our community.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	284
Grade 7	343
Grade 8	296
Total Enrollment	923

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.1
Asian	16.5
Black or African American	2.4
Filipino	2.1
Hispanic or Latino	29.6
Two or More Races	9.3
White	39.8
English Learners	11.4
Foster Youth	0.1
Homeless	0.3
Socioeconomically Disadvantaged	15.5
Students with Disabilities	12.7

## A. Conditions of Learning

### 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.8	88.0	134.5	90.3	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	2.5	2.0	1.3	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.1	2.7	2.1	1.4	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.1	0.4	1.3	0.9	12115.8	4.4
<b>Unknown</b>	2.6	6.4	9.0	6.0	18854.3	6.9
<b>Total Teaching Positions</b>	40.7	100.0	148.9	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	1.1
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.1

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.1
<b>Total Out-of-Field Teachers</b>	0.1

## 2020-21 Class Assignments

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

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2020	
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	Holt	Yes	0
History-Social Science	Houghton Mifflin, TCI	Yes	0
Foreign Language	Spanish: 6 - 8: McGraw Hill California Edition Buen Viaje 7 - 8: Glenco - Buen Viaje - Spanish	Yes	0
Health	Health Connected/2017 (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. In 2002-03 there were 875 computers in operation. This translates to every 3.2 students having computers available in their classrooms. 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		1/31/2022		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	Summer 2022 Measure R modernization projects will commence replacement and upgrading of classroom HVAC systems. Gas lines were replaced summer 2021.
<b>Interior:</b> Interior Surfaces	X			

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X	We are actively updating and improving our cleaning schedules, methods and documentation. All custodial staff are now participating in computer training courses in order to access monthly custodial training, safety training, improve communication, and our coming centralized supply ordering system. No known pest/vermin issues.
<b>Electrical</b>		X	Many subpanels and classroom wiring requires replacement/upgrading, Solar system requires further additional installations to offset increasing energy costs; many due to new regulations and increased hot weather. New switchgear was added to support new portable classrooms.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X Most toilets/sinks require further water saving controls or replacement with waterless fixtures. These upgrades and replacement are possible as part of the Measure R modernization projects.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Measure R projects will include up to 1 MIL in district-wide water saving irrigation systems for grounds, and additional fencing as needed. We are always seeking ways to improve playground safety for our students and community.

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	918	6	0.65	99.35	--
<b>Female</b>	458	3	0.66	99.34	--
<b>Male</b>	460	3	0.65	99.35	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	152	2	1.32	98.68	--
<b>Black or African American</b>	21	1	4.76	95.24	--
<b>Filipino</b>	16	0	0	100	--
<b>Hispanic or Latino</b>	274	1	0.36	99.64	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	92	0	0	100	--
<b>White</b>	362	2	0.55	99.45	--
<b>English Learners</b>	94	1	1.06	98.94	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	173	1	0.58	99.42	--



<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	118	6	5.08	94.92	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	918	6	0.65	99.35	--
<b>Female</b>	458	3	0.66	99.34	--
<b>Male</b>	460	3	0.65	99.35	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	152	2	1.32	98.68	--
<b>Black or African American</b>	21	1	4.76	95.24	--
<b>Filipino</b>	16	0	0.00	100.00	--
<b>Hispanic or Latino</b>	274	1	0.36	99.64	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	92	0	0.00	100.00	--
<b>White</b>	362	2	0.55	99.45	--
<b>English Learners</b>	94	1	1.06	98.94	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	173	1	0.58	99.42	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	118	6	5.08	94.92	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge aReading/aMath Student Groups	FastBridge aReading/a Math Total Enrollment	FastBridge aReading/a Math Number Tested	FastBridge aReading/a Math Percent Tested	FastBridge aReading/a Math Percent Not Tested	FastBridge aReading/a Math Percent At or Above Grade Level
All Students	899	869	97	3	77
Female	447	435	97	3	82
Male	452	434	96	4	72
Asian	151	147	97	3	95
Black or African American	20	20	100	0	75
Filipino	17	14	82	18	71
Hispanic or Latino	266	254	95	5	59
Two or More Races	85	84	99	1	93
White	356	343	96	4	83
English Learners	87	83	95	5	27
Socioeconomically Disadvantaged	159	150	94	6	48
Students with Disabilities	105	98	93	7	32

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge aReading/aMath Student Groups	FastBridge aReading/a Math Total Enrollment	FastBridge aReading/a Math Number Tested	FastBridge aReading/a Math Percent Tested	FastBridge aReading/a Math Percent Not Tested	FastBridge aReading/a Math Percent At or Above Grade Level
All Students	916	877	96	4	74
Female	456	437	96	4	73
Male	460	440	96	4	74
Asian	155	148	95	5	97
Black or African American	21	20	95	5	55
Filipino	17	15	88	12	87
Hispanic or Latino	274	253	92	8	51
Two or More Races	86	85	99	1	85

<b>White</b>	359	350	97	3	80
<b>English Learners</b>	91	85	93	7	36
<b>Socioeconomically Disadvantaged</b>	163	152	93	7	47
<b>Students with Disabilities</b>	111	100	90	10	26

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	296	NT	NT	NT	NT
<b>Female</b>	140	NT	NT	NT	NT
<b>Male</b>	156	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	52	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	82	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	NT	NT	NT	NT
<b>White</b>	119	NT	NT	NT	NT
<b>English Learners</b>	26	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	55	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 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 the middle school. 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 Fiesta, community center activities, band, athletics, and Home & School Club events.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	942	932	38	4.1
Female	468	461	20	4.3
Male	474	471	18	3.8
American Indian or Alaska Native	1	1	0	0.0
Asian	152	152	2	1.3
Black or African American	22	22	2	9.1
Filipino	20	20	1	5.0
Hispanic or Latino	285	278	22	7.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	87	87	1	1.1
White	372	369	10	2.7
English Learners	113	108	11	10.2
Foster Youth	1	1	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	177	173	20	11.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	126	123	10	8.1

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.98	1.27	1.52	0.40	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.96	1.19	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.27	0.00
<b>Female</b>	0.64	0.00
<b>Male</b>	1.90	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.66	0.00
<b>Black or African American</b>	4.55	0.00
<b>Filipino</b>	5.00	0.00
<b>Hispanic or Latino</b>	1.40	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.34	0.00
<b>English Learners</b>	1.77	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	2.26	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.79	0.00

## 2021-22 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22	11	20	2
Mathematics	23	14	15	3
Science	27	6	21	
Social Science	26	4	20	1

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	2
Mathematics	25	11	17	1
Science	30	1	22	
Social Science	29	1	19	1

## 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

## 2020-21 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	923

## 2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0



## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	
Percent Difference - School Site and District	N/A	N/A	28.3	6.6
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	-35.3	23.4

## 2020-21 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, AVCS and a licensed MFT)  
 English Language Development Instructor  
 Teacher on Special Assignment aimed at providing increased program monitoring and intervention coordination  
 Music (includes band and choir)  
 Athletics  
 Technology  
 Library

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		\$47,265
Mid-Range Teacher Salary		\$69,813
Highest Teacher Salary		\$91,237
Average Principal Salary (Elementary)		\$113,466
Average Principal Salary (Middle)		\$115,186
Average Principal Salary (High)		\$0
Superintendent Salary		\$131,359
Percent of Budget for Teacher Salaries	37%	30%
Percent of Budget for Administrative Salaries	7%	7%

## 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
- 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, questioning for critical thinking, and mathematical understanding. 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 professional development in Illuminate (our data system) and other programs/areas of technology
- Ongoing math professional development
- Supporting department with the specific SMART goals as related to their department and student achievement.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5