

Price Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

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

Entity	Contact Information
District Name	Cambrian School District
Phone Number	(408) 377-2103
Superintendent	Carrie Andrews
Email Address	andrewsc@Cambriansd.com
Website	www.Cambriansd.org

School Description and Mission Statement (School Year 2019-20)

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, 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	303
Grade 7	336
Grade 8	323
Total Enrollment	962

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.4
Asian	16.1
Filipino	2.3
Hispanic or Latino	26.8
Native Hawaiian or Pacific Islander	0.3
White	43
Two or More Races	7.2
Socioeconomically Disadvantaged	19.9
English Learners	10.3
Students with Disabilities	12.2
Homeless	0.2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	49	44	43	157
Without Full Credential	1	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which 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	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	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

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.

Suitability of the facility as a learning environment including, but not limited to, cleanliness; building condition; lighting, heating, and cooling systems; noise negation; condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

Ida Price School is well maintained by the staff of custodians who are assigned to the school with 8 hr shifts. They provide cleanliness and support of the facility in many ways. They are supplemented by the district staff who regularly assist in building maintenance. They assure 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. Heating and cooling systems are being added or upgraded in the summer of 2003. 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.

Cambrian is extremely proud of the technology infrastructure. In 2002-03 there were 875 computers in operation. This translates to every 3.2 students have 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/7/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Wing I: intermittent thermostat issues are being resolved.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Wing A: Preventative spraying for China roaches
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	69	69	67	66	50	50
Mathematics (grades 3-8 and 11)	60	60	63	64	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	946	931	98.41	1.59	69.28
Male	473	466	98.52	1.48	64.59
Female	473	465	98.31	1.69	73.98
Black or African American	28	28	100.00	0.00	57.14
American Indian or Alaska Native	--	--	--	--	--
Asian	150	150	100.00	0.00	81.33
Filipino	19	19	100.00	0.00	73.68
Hispanic or Latino	257	255	99.22	0.78	51.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	410	400	97.56	2.44	76.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	68	68	100.00	0.00	76.47
Socioeconomically Disadvantaged	200	198	99.00	1.00	43.43
English Learners	176	175	99.43	0.57	43.43
Students with Disabilities	111	106	95.50	4.50	20.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	946	930	98.31	1.69	60.11
Male	473	465	98.31	1.69	60.22
Female	473	465	98.31	1.69	60.00
Black or African American	28	28	100.00	0.00	32.14
American Indian or Alaska Native	--	--	--	--	--
Asian	150	150	100.00	0.00	83.33
Filipino	19	19	100.00	0.00	63.16
Hispanic or Latino	257	255	99.22	0.78	39.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	410	399	97.32	2.68	65.16
Two or More Races	68	68	100.00	0.00	69.12
Socioeconomically Disadvantaged	200	198	99.00	1.00	35.86
English Learners	176	175	99.43	0.57	39.43
Students with Disabilities	111	105	94.59	5.41	18.10
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
7	12.9	23.0	49.4

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 office, working with students in the class 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 their 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.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.2	4.9	4.0	1.4	2.2	1.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	27	5	19	4	23	11	25	1	22	11	20	2
Mathematics	19	7	3	1	23	13	18	4	23	14	15	3
Science	27	4	24		26	5	21	1	27	6	21	
Social Science	27	3	25		27	3	23		26	4	20	1

*Number of classes indicates how many classrooms 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	962.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1.
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2.6
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,804	\$54	\$5,750	\$90,671
District	N/A	N/A	\$4,316	\$84,472.00
Percent Difference - School Site and District	N/A	N/A	28.5	7.1
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-26.5	15.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

- 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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,518	\$49,378
Mid-Range Teacher Salary	\$82,018	\$77,190
Highest Teacher Salary	\$102,547	\$96,607
Average Principal Salary (Elementary)	\$119,872	\$122,074
Average Principal Salary (Middle)	\$141,034	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$203,332	\$189,346
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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.