

Price Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	6-8
County-District-School (CDS) Code	Santa Clara-Cambrian

2024-25 District Contact Information	
District Name	Cambrian School District (Price Middle School)
Phone Number	(408) 377-2103
Superintendent	Kristi Schwiebert
Email Address	schwiebertk@cambriansd.com
District Website	www.cambriansd.org

2024-25 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

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	311
Grade 7	300
Grade 8	345
Total Enrollment	956

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.2
Asian	18.5
Black or African American	2.2
Filipino	2
Hispanic or Latino	32.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	11.1
White	30.9
English Learners	13.6
Foster Youth	0.1
Homeless	0.7
Socioeconomically Disadvantaged	19.2
Students with Disabilities	11.3

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.

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	34.40	88.33	122.60	91.16	231142.40	100.00
Intern Credential Holders Properly Assigned	0.90	2.54	1.90	1.48	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.74	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	2.97	2.10	1.61	11746.90	4.23
Unknown/Incomplete/NA	2.30	6.10	6.70	4.99	14303.80	5.15
Total Teaching Positions	39.00	100.00	134.50	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.10	0.10	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.10	0.10	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2.00	1.1
Local Assignment Options	0.10	0.00	0
Total Out-of-Field Teachers	0.10	2.00	1.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.70	0.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10	0	0

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

2024-25 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 7 - 8: Glenco - Buen Viaje - Spanish	Yes	0
Health	Health Connected/2023 (7th Grade)	Yes	0

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

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

1/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: 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: 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: 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.
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

School Facility Conditions and Planned Improvements

			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		<p>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.</p> <p>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 designs include ADA playground upgrades; pour-in-place (PIP) 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.</p>

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	65	65	67	65	46	47
Mathematics (grades 3-8 and 11)	53	57	61	61	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	927	903	97.41	2.59	65.23
Female	442	431	97.51	2.49	66.13
Male	485	472	97.32	2.68	64.41
American Indian or Alaska Native	--	--	--	--	--
Asian	173	169	97.69	2.31	82.84
Black or African American	22	19	86.36	13.64	52.63
Filipino	19	19	100.00	0.00	57.89
Hispanic or Latino	302	293	97.02	2.98	43.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	119	119	100.00	0.00	71.43
White	285	277	97.19	2.81	75.81
English Learners	101	91	90.10	9.90	13.19
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	175	165	94.29	5.71	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	99	94.29	5.71	17.17

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	927	907	97.84	2.16	57.00
Female	442	432	97.74	2.26	55.09
Male	485	475	97.94	2.06	58.74
American Indian or Alaska Native	--	--	--	--	--
Asian	173	171	98.84	1.16	83.63
Black or African American	22	19	86.36	13.64	42.11
Filipino	19	19	100.00	0.00	42.11
Hispanic or Latino	302	294	97.35	2.65	30.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	119	119	100.00	0.00	69.75
White	285	278	97.54	2.46	65.47
English Learners	101	96	95.05	4.95	13.54
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	175	167	95.43	4.57	26.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	99	94.29	5.71	16.16

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	42.11	52.90	63.74	67.19	30.29	30.73

2023-24 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	282	276	97.87	2.13	52.90
Female	140	138	98.57	1.43	53.62
Male	142	138	97.18	2.82	52.17
American Indian or Alaska Native	0	0	0	0	0
Asian	57	57	100.00	0.00	73.68
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	93	97.89	2.11	29.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	57.58
White	86	83	96.51	3.49	65.06
English Learners	37	37	100.00	0.00	2.70
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	53	96.36	3.64	26.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	12.50

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.

2023-24 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 requires only participation results 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	96.8%	97.3%	97.6%	97.3%	97.6%

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.

2024-25 Opportunities for Parental Involvement
<p>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.</p> <p>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.</p> <p>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.</p> <p>Parent Nights provide opportunities for parents to learn about our curriculum, parenting skills and enjoy many student performances that we provide.</p> <p>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. We have also had community events around Social/emotional Learning.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	954	941	98	10.4
Female	458	453	50	11.0
Male	496	488	48	9.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	176	174	4	2.3
Black or African American	24	21	5	23.8
Filipino	18	18	1	5.6
Hispanic or Latino	319	313	50	16.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	103	103	12	11.7
White	290	288	25	8.7
English Learners	136	132	19	14.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	209	202	45	22.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	115	29	25.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.12	6.24	4.19	1.68	2.56	2.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.19	0.00
Female	0.66	0.00
Male	7.46	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.57	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.85	0.00
White	2.07	0.00
English Learners	8.09	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.63	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2024-25 School Safety Plan

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.

Price Comprehensive School Safety Plan was approved by the board in December of 2023. Price Staff reviewed the Plan on September 18, 2024. There were 20 suspensions in the 23/24 school year. The reduction is due to having a robust PBIS program, two Vice Principals, and a Campus Safety Supervisor.

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	
Mathematics	23	14	13	1
Science	28	4	19	
Social Science	29		20	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	20	3
Mathematics	23	10	20	
Science	29	1	22	1
Social Science	29		21	4

2023-24 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	460.5

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$101,078
Percent Difference - School Site and District	N/A	N/A	28.3	-9.9
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-58.3	14.1

Fiscal Year 2023-24 Types of Services Funded

After-School Homework Center (after-school tutorials) After School Sports through West Valley Sports Elevate Math program Ramp Up Math program Counseling Support Services (school-based academic counselors, Nugent Counselor) English Language Development I AND II Instructor Instructional Specialist 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. <ul style="list-style-type: none">Title I, Part A: Basic Grant for High-Needs StudentsTitle II, Part A: Improving Teacher QualityTitle III, Part A: English Learner and Immigrant ProgramsTitle IV, Part A: Student Support and Academic Enrichment

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$69,157	\$51,352
Mid-Range Teacher Salary	\$96,928	\$80,424
Highest Teacher Salary	\$121,190	\$103,442
Average Principal Salary (Elementary)	\$147,459	\$124,852
Average Principal Salary (Middle)	\$155,095	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$249,750	\$145,237
Percent of Budget for Teacher Salaries	34%	26%
Percent of Budget for Administrative Salaries	7%	6%

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:

- Adoption and training of NGSS curriculum Inspire
- 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 (GLAD strategies), SVMI professional development. 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
- CADA (California association of directors of activities)

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	