

Price Elementary 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 Elementary School
Street	9525 Tweedy Lane
City, State, Zip	Downey, CA 90240
Phone Number	(562) 904-3575
Principal	Margaret Meehan
Email Address	mmeehan@dusd.net
School Website	web.dusd.net/price
Grade Span	K-5
County-District-School (CDS) Code	19 64451 6012835

2024-25 District Contact Information

District Name	Downey Unified School District
Phone Number	(562) 469-6500
Superintendent	John A. Garcia, Jr., Ph.D.
Email Address	webadmin@dusd.net
District Website	www.dusd.net

2024-25 School Description and Mission Statement

It is my pleasure and honor to introduce you to Price Elementary School through the annual School Accountability Report Card, a resource designed to inform you about our school's performance and priorities.

The data and information within these pages provide insight into:

- *Academic standings
- *Curriculum and instruction
- *School facilities and safety
- *Budget and facility enhancements

At Price Elementary, we ensure every child has equal access to a rigorous core curriculum in language arts, mathematics, science, and social studies. We are dedicated to nurturing the whole child, understanding that social-emotional well-being is essential to academic success. Our hardworking staff is both skilled and deeply committed to the success of every student, while our parents and community sponsors are invaluable partners in creating an exceptional educational environment.

Our vision is that the Price community is dedicated to providing a safe, engaging environment where ALL students collaborate, create, and think critically beyond the classroom walls. We are committed to maintaining a positive school culture that maximizes the social-emotional and academic achievement of all students. Our educational program is based on rigorous academic standards and is designed to meet the diverse needs of all our students.

Our goal in presenting you with this report card is to keep our community well-informed. If you have any questions or would like to schedule an appointment to discuss this report, please feel free to call our school.

We deeply value the partnership between our school, parents, and community sponsors, and we thank you for your continued support of Price Elementary.

Peggy Meehan, PRINCIPAL

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	149
Grade 1	113
Grade 2	113
Grade 3	133
Grade 4	131
Grade 5	148
Total Enrollment	787

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Asian	2.8
Black or African American	2.3
Hispanic or Latino	87.3
Two or More Races	0.6
White	7
English Learners	14.2
Homeless	2.4
Socioeconomically Disadvantaged	64
Students with Disabilities	15.8

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)	32.00	88.89	821.10	85.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.62	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	5.56	88.60	9.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.40	1.09	12115.80	4.41
Unknown/Incomplete/NA	2.00	5.56	39.50	4.09	18854.30	6.86
Total Teaching Positions	36.00	100.00	965.80	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)	29.00	93.55	865.90	87.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	52.10	5.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.40	0.85	11953.10	4.28
Unknown/Incomplete/NA	2.00	6.45	56.10	5.67	15831.90	5.67
Total Teaching Positions	31.00	100.00	991.30	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)	33.00	100.00	887.50	86.91	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	112.80	11.05	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	0.80	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	3.80	0.38	14303.80	5.15
Total Teaching Positions	33.00	100.00	1021.20	100.00	277698.00	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.

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	2.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	0.00	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	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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)	6.20	0	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)	0.00	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

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Year and month in which the data were collected

10/08/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading California, Houghton Mifflin adopted in 2003	Yes	0
Mathematics	California Math Expressions, Houghton Mifflin Harcourt, adopted in 2015	Yes	0
Science	California Science, Macmillan/McGraw-Hill adopted in 2007	Yes	0
History-Social Science	History-Social Science for California, Scott Foresman adopted in 2006	Yes	0

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

School Facility Conditions and Planned Improvements

Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The District provides maintenance services on a regular schedule or when an emergency occurs.

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The District administers a scheduled maintenance program to ensure a suitable learning environment. At the time this report was published, all restrooms on campus were in good working order. Daily reports of incidents that require repair at the school sites are processed through work orders. Emergency repairs are given the highest priority. The remaining incidents are handled on a first-come, first-served basis to ensure efficient service.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the district office.

School Facility Conditions and Planned Improvements

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

6/17/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			D BOYS RESTROOM: Missing light diffuser
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	57	54	50	52	46	47
Mathematics (grades 3-8 and 11)	51	53	34	37	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	409	401	98.04	1.96	54.11
Female	208	204	98.08	1.92	52.94
Male	201	197	98.01	1.99	55.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	357	352	98.60	1.40	51.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	74.07
English Learners	46	42	91.30	8.70	16.67
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	251	97.67	2.33	45.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	81	97.59	2.41	20.99

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	409	404	98.78	1.22	52.97
Female	208	206	99.04	0.96	46.12
Male	201	198	98.51	1.49	60.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	357	354	99.16	0.84	52.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	60.71
English Learners	46	45	97.83	2.17	24.44
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	254	98.83	1.17	43.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	81	97.59	2.41	24.69

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)	39.10	41.79	26.73	27.95	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	147	147	100.00	0.00	38.10
Female	69	69	100.00	0.00	31.88
Male	78	78	100.00	0.00	43.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	131	131	100.00	0.00	36.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	99	100.00	0.00	32.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	15.63

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 5	84%	92%	89%	91%	92%

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

At Price Elementary, parents and community members play an integral role in supporting our educational program. We believe their collaboration and commitment are vital to the success of our students. Our goal is for staff members and parents to work together on various committees to make informed decisions regarding the school's priorities and the direction of its educational plan. This partnership ensures that instructional programs align with the diverse and evolving needs of our students.

We actively encourage parents to get involved in one or more of the following committees and organizations:

*Parent-Teacher Association (PTA): Collaborates with the school to organize events, fundraisers, and activities that enhance the educational experience for all students.

*School Site Council (SSC): Composed of parents, teachers, and school staff, the SSC serves as a major decision-making body. It meets regularly to review and evaluate the effectiveness of school programs, set goals, and ensure resources are aligned to meet the needs of all students.

*English-Language Advisory Committee (ELAC): Focuses on advising the school on programs and services for English Learners, providing valuable insights into how we can best support their academic progress and language development.

The School Site Council (SSC) plays a particularly significant role. This committee evaluates the effectiveness of school programs relative to our goals, provides feedback to improve educational outcomes, and serves as a vital communication bridge between the school and the community.

We believe that parent engagement strengthens the connection between school and home, creating a supportive learning environment that benefits every child.

For more information on how to get involved, please contact Principal Peggy Meehan at (562) 904-3575.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	816	809	133	16.4
Female	401	400	63	15.8
Male	415	409	70	17.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	0	0.0
Black or African American	23	21	5	23.8
Filipino	--	--	--	--
Hispanic or Latino	707	702	120	17.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	55	55	8	14.5
English Learners	121	121	21	17.4
Foster Youth	--	--	--	--
Homeless	22	22	9	40.9
Socioeconomically Disadvantaged	538	534	102	19.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	140	139	33	23.7

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
0.26	1.6	1.1	3.33	3.7	3.15	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	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10	0.00
Female	0.00	0.00
Male	2.17	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.82	0.00
English Learners	1.65	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	1.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.71	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

The safety of students and staff is the top priority at Price Elementary. Our school has a comprehensive disaster preparedness plan designed to ensure the well-being of everyone on campus in the event of an emergency. Monthly drills, including fire, disaster drop, and lockdown/lockout drills, are conducted to prepare students and staff to respond effectively to various scenarios. Additionally, the school maintains an emergency storage bin stocked with food, water, and other essential supplies to support the school community during a prolonged crisis.

To maintain a secure environment, Price Elementary operates as a closed campus. All visitors are required to sign in at the front office upon arrival. Administrators and campus supervisors actively monitor school grounds before and after school, as well as during lunch, ensuring student safety and maintaining a positive school climate.

The school's Comprehensive School Safety Plan, reviewed and updated annually, serves as a guiding framework for maintaining a safe and orderly learning environment. Key components of the plan include child abuse reporting procedures, notification protocols for potentially dangerous pupils, disaster response procedures, and guidelines for safe arrival and departure from school. The plan also outlines policies on sexual harassment, suspensions, expulsions, dress code, and discipline. The School Safety Plan is evaluated each year by the school safety committee and district personnel, with updates made as needed. It is shared with staff and the School Site Council (SSC) to ensure transparency and collaboration. Regular safety committee meetings throughout the year allow for ongoing review and the implementation of new ideas to enhance campus safety.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	28		4	
2	27		4	
3	21	1	5	
4	34			2
5	30		4	
Other	9	1		

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	5	
1	27		4	
2	24		5	
3	28		4	
4	31		4	
5	31		5	
Other	10	2		

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		4	
1	28		4	
2	28		4	
3	25		5	
4	32		4	
5	34			3
Other	10	3		

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	16994.81	5591.54	11403.27	125282.61
District	N/A	N/A	11839.59	117981.42
Percent Difference - School Site and District	N/A	N/A	-3.8	6.0
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	5.7	27.9

Fiscal Year 2023-24 Types of Services Funded

Students with academic needs are provided support before, during, and after school. Title I funds are utilized to provide targeted academic intervention in the core academic areas of English Language Arts and Mathematics. Title III funds are utilized to provide targeted support for our Multi-Lingual Learners in acquiring English language proficiency and meeting grade-level standards in the core content areas. LCAP Supplemental/Concentration funds are utilized to provide additional in-class support for students with academic needs, provide opportunities for students to extend and apply their learning, provide social-emotional and behavioral support, and extend student learning beyond the instructional day.

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	\$67,173	\$56,573
Mid-Range Teacher Salary	\$105,624	\$87,186
Highest Teacher Salary	\$137,504	\$119,665
Average Principal Salary (Elementary)	\$156,467	\$148,486
Average Principal Salary (Middle)	\$159,185	\$154,835
Average Principal Salary (High)	\$179,011	\$170,008
Superintendent Salary	\$340,891	\$338,699
Percent of Budget for Teacher Salaries	34.3	31.41
Percent of Budget for Administrative Salaries	3.5	4.86

Professional Development

Elementary Education continues to focus on supporting teachers and administrators with instructional practices and first-best instruction. These collective efforts help us ensure we are doing everything to provide ongoing and timely academic opportunities and support. These professional learning opportunities include classroom lessons, individual teacher support, grade level PLC meetings, staff meetings, administrator meetings, and districtwide professional learning, to name just some of the ways professional learning support is offered.

In the first best instruction, our focus continues to be on our core content areas, integrating creative technology in meaningful and relevant ways and analyzing data. During these professional learning opportunities, our goal is to engage our teachers in deep learning and sharing various instructional strategies to meet the diverse instructional needs of all students.

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	60	75	88