# Price Elementary School
## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 School Year)

## General Information about the School Accountability Report Card (SARC)

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|---|---|
| **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. <br><br>- 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/ <br><br>- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ <br><br>- 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). |
| **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/. |

## 2025-26 School Contact Information

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|---|---|
| **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 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Downey Unified School District |
| **Phone Number** | (562) 469-6500 |
| **Superintendent** | Roger Brossmer, Ed.D. |
| **Email Address** | webadmin@dusd.net |
| **District Website** | www.dusd.net |

## 2025-26 School Description and Mission Statement

It is my honor to welcome you to Price Elementary School's annual School Accountability Report Card. This report is designed to provide families and community members with a clear and comprehensive understanding of our school's performance, priorities, and ongoing commitment to student success.

Within this report, you will find information about:

Academic performance and student achievement
Curriculum and instructional programs

## 2025-26 School Description and Mission Statement

School facilities, safety, and campus conditions
Budget updates and facility improvements

At Price Elementary, we are committed to ensuring that every child has equitable access to a rigorous core curriculum in language arts, mathematics, science, and social studies. We also believe in educating the whole child—recognizing that social-emotional wellness is essential to strong academic growth. Our dedicated and highly skilled staff works tirelessly to support each student, and our parents and community partners play an invaluable role in creating a nurturing and enriching school environment.

Our vision is that the Price community is united in providing a safe, engaging school where ALL students collaborate, create, and think critically beyond the classroom. We strive to cultivate a positive and inclusive school culture that promotes both academic achievement and social-emotional development. Our educational program is grounded in rigorous standards and intentionally designed to meet the diverse needs of every learner we serve.

The purpose of this report is to keep our community well-informed. If you have questions or would like to discuss any aspect of the SARC, please do not hesitate to contact our school office.

We are deeply grateful for the strong partnership between our families, community, and school. Thank you for your continued support of Price Elementary.

Peggy Meehan, Principal

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 145 |
| Grade 1 | 114 |
| Grade 2 | 122 |
| Grade 3 | 116 |
| Grade 4 | 135 |
| Grade 5 | 125 |
| Total Enrollment | 757 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 49.5 |
| Male | 50.5 |
| Asian | 3.6 |
| Black or African American | 1.5 |
| Filipino | 0.1 |
| Hispanic or Latino | 87.7 |
| Two or More Races | 0.7 |
| White | 6.5 |
| English Learners | 12.8 |
| Foster Youth | 0.1 |
| Homeless | 3 |
| Socioeconomically Disadvantaged | 71.7 |
| Students with Disabilities | 14.9 |

## 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.

## 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 | 93.55 | 865.9 | 87.35 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 8.6 | 0.87 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 52.1 | 5.26 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 8.4 | 0.85 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 2 | 6.45 | 56.1 | 5.67 | 15831.9 | 5.67 |
| Total Teaching Positions | 31 | 100 | 991.3 | 100 | 279044.8 | 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.

## 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 | 100 | 887.5 | 86.91 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 8.8 | 0.86 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 112.8 | 11.05 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 8.1 | 0.8 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 3.8 | 0.38 | 14303.8 | 5.15 |
| Total Teaching Positions | 33 | 100 | 1021.2 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

## 2023-24 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) | 31 | 93.94 | 888.8 | 86.35 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 1 | 3.03 | 9.3 | 0.9 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 3.03 | 101 | 9.81 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 6.2 | 0.61 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 23.8 | 2.32 | 13705.8 | 4.91 |
| Total Teaching Positions | 33 | 100 | 1029.3 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 0 | 1 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 1 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 | 0 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 3.3 |
| **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 | 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.

## 2025-26 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 | 09/09/2025 |
|---|---|

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | Reading California, Houghton Mifflin adopted in 2003 | 0 |
| **Mathematics** | California Math Expressions, Houghton Mifflin Harcourt, adopted in 2015 | 0 |
| **Science** | California Science, Macmillan/McGraw-Hill adopted in 2007 | 0 |
| **History-Social Science** | History-Social Science for California, Scott Foresman adopted in 2006 | 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 | | | | 7/23/2025 |
|---|---|---|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | PLAY GROUND: Gutters need to be replaced Work Order 151614 |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | YMCA BUNGALOW: |
| **Electrical** | X | | | A6: Ballast needs to be replaced G33: KITCHEN: Light covers need replacing Work Order 193170 |
| **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 | | | CAFETERIA: Door does not lock Work Order 193018 |

## 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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 54 | 56 | 52 | 55 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 53 | 49 | 37 | 41 | 35 | 37 |

## 2024-25 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 | 379 | 374 | 98.68 | 1.32 | 55.88 |
| Female | 201 | 198 | 98.51 | 1.49 | 58.08 |
| Male | 178 | 176 | 98.88 | 1.12 | 53.41 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 332 | 328 | 98.80 | 1.20 | 54.88 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 28 | 27 | 96.43 | 3.57 | 55.56 |
| English Learners | 46 | 44 | 95.65 | 4.35 | 25.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 16 | 15 | 93.75 | 6.25 | 73.33 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 284 | 280 | 98.59 | 1.41 | 48.57 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 72 | 69 | 95.83 | 4.17 | 21.74 |

## 2024-25 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<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| All Students | 379 | 376 | 99.21 | 0.79 | 49.20 |
| Female | 201 | 198 | 98.51 | 1.49 | 43.94 |
| Male | 178 | 178 | 100.00 | 0.00 | 55.06 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 332 | 329 | 99.10 | 0.90 | 47.11 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 28 | 28 | 100.00 | 0.00 | 57.14 |
| English Learners | 46 | 46 | 100.00 | 0.00 | 30.43 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 16 | 16 | 100.00 | 0.00 | 50.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 284 | 281 | 98.94 | 1.06 | 42.35 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 72 | 69 | 95.83 | 4.17 | 17.39 |

## 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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 41.79 | 56.8 | 27.95 | 32.39 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 125 | 125 | 100.00 | 0.00 | 56.80 |
| Female | 62 | 62 | 100.00 | 0.00 | 53.23 |
| Male | 63 | 63 | 100.00 | 0.00 | 60.32 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 105 | 105 | 100.00 | 0.00 | 53.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 14 | 14 | 100.00 | 0.00 | 78.57 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 93 | 93 | 100.00 | 0.00 | 48.39 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 26 | 26 | 100.00 | 0.00 | 19.23 |

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 | 95.8 | 95.8 | 95.8 | 95.8 | 95.8 |

| 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. |

## 2025-26 Opportunities for Parental Involvement

At Price Elementary, parents and community members are essential partners in supporting our educational programs. We believe their collaboration and dedication are vital to every student's success. Our goal is for staff and families to work together through various committees to make informed decisions that guide the school's priorities and strengthen our educational plan. This partnership helps ensure that our instructional programs meet the diverse and evolving needs of our students.

We encourage parents to participate in one or more of the following committees and organizations:
- Parent-Teacher Association (PTA):
Works alongside the school to coordinate events, fundraisers, and activities that enrich the educational experience for all students.
- School Site Council (SSC):
Comprised of parents, teachers, and school staff, the SSC is a key decision-making body. It meets regularly to review school programs, evaluate their effectiveness, establish goals, and ensure that resources are aligned to support student achievement.
- English Learner Advisory Committee (ELAC):
Advises the school on programs and services for English Learners, offering valuable perspectives on how to best support language development and academic growth.
The School Site Council (SSC) plays a particularly significant role in evaluating the effectiveness of school programs, providing input to enhance student outcomes, and serving as an important link between the school and the broader community.

We believe that strong parent engagement builds a meaningful connection between school and home, creating a supportive learning environment where every child can thrive.

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

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 789 | 783 | 105 | 13.4 |
| Female | 385 | 383 | 50 | 13.1 |
| Male | 404 | 400 | 55 | 13.8 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 27 | 27 | 0 | 0.0 |
| Black or African American | 13 | 13 | 8 | 61.5 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 689 | 683 | 90 | 13.2 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 53 | 53 | 7 | 13.2 |
| English Learners | 107 | 105 | 13 | 12.4 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 28 | 28 | 3 | 10.7 |
| Socioeconomically Disadvantaged | 573 | 568 | 89 | 15.7 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 137 | 136 | 36 | 26.5 |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 1.6 | 1.1 | 0.63 | 3.7 | 3.15 | 3.1 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| | Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0.01 | 0 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.63 | 0.00 |
| Female | 0.52 | 0.00 |
| Male | 0.74 | 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 | 0.73 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 3.57 | 0.00 |
| Socioeconomically Disadvantaged | 0.87 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.46 | 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.

## 2025-26 School Safety Plan

The safety of students and staff is our highest priority at Price Elementary. Our school maintains a comprehensive disaster preparedness plan designed to protect the well-being of everyone on campus in the event of an emergency. To ensure readiness, students and staff participate in monthly safety drills—including fire, disaster drop, and lockdown/lockout drills—allowing them to respond confidently and effectively to a variety of situations. The school also maintains an emergency storage bin stocked with food, water, and essential supplies to support the campus community during a prolonged crisis.

To further ensure a secure environment, Price Elementary operates as a closed campus. All visitors must sign in at the front office upon arrival, and administrators and campus supervisors actively monitor school grounds before and after school, as well as during lunch. This ongoing supervision helps maintain student safety and supports 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 include child abuse reporting protocols, procedures for notifying staff of potentially dangerous individuals, disaster response guidelines, and safe arrival and dismissal practices. The plan also outlines policies related to sexual harassment, suspensions, expulsions, dress code, and discipline.

Our School Safety Plan is evaluated each year by the 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 strategies 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.

## 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 | 0 |
| 1 | 27 | 0 | 4 | 0 |
| 2 | 24 | 0 | 5 | 0 |
| 3 | 28 | 0 | 4 | 0 |
| 4 | 31 | 0 | 4 | 0 |
| 5 | 31 | 0 | 5 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 10 | 2 | 0 | 0 |

## 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 | 0 | 4 | 0 |
| 1 | 28 | 0 | 4 | 0 |
| 2 | 28 | 0 | 4 | 0 |
| 3 | 25 | 0 | 5 | 0 |
| 4 | 32 | 0 | 4 | 0 |
| 5 | 34 | 0 | 0 | 3 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 10 | 3 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 21 | | 4 | |
| 1 | 27 | | 4 | |
| 2 | 23 | | 4 | |
| 3 | 28 | | 4 | |
| 4 | 31 | | 4 | |
| 5 | 31 | | 4 | |
| Other | 30 | 3 | 1 | 1 |

## 2024-25 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 |

## 2024-25 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 | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | $17,567 | $5,420 | $12,147 | $122,662 |
| District | N/A | N/A | $12,023 | $120,534 |
| Percent Difference - School Site and District | N/A | N/A | 1.0 | 1.8 |
| State | N/A | N/A | $11,146 | $100,333 |
| Percent Difference - School Site and State | N/A | N/A | 8.6 | 20.0 |

## Fiscal Year 2024-25 Types of Services Funded

Students with identified academic needs are provided targeted support before, during, and after the instructional day. Title I funds are used to provide focused academic interventions in core subject areas. Title III funds provide resources for multilingual learners in developing English language proficiency and meeting grade-level standards across core content areas. In addition, LCAP Supplemental and Concentration funds are utilized to strengthen in-class academic support, expand extended and applied learning opportunities, provide social-emotional and behavioral supports, and extend learning beyond the traditional school day.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | $70,532 | $60,863 |
| Mid-Range Teacher Salary | $110,905 | $93,575 |
| Highest Teacher Salary | $144,379 | $125,548 |
| Average Principal Salary (Elementary) | $164,291 | $157,645 |
| Average Principal Salary (Middle) | $167,145 | $165,341 |
| Average Principal Salary (High) | $187,962 | $182,580 |
| Superintendent Salary | $357,936 | $357,064 |
| Percent of Budget for Teacher Salaries | 32.61% | 30.36% |
| Percent of Budget for Administrative Salaries | 3.45% | 4.88% |

## 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, with a priority on math and science, 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 | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 75 | 88 | 93 |