

Price Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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.

2025-26 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://price.cambriansd.org
Grade Span	6-8
County-District-School (CDS) Code	Santa Clara-Cambrian

2025-26 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

2025-26 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 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	298
Grade 7	319
Grade 8	304
Total Enrollment	921

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.3
Asian	19.3
Black or African American	1.9
Filipino	2.5
Hispanic or Latino	31.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	12.1
White	31
English Learners	10.4
Foster Youth	0.2
Homeless	0.7
Socioeconomically Disadvantaged	18
Students with Disabilities	12.5

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)	35.5	86.25	129.3	90.13	234405.2	84
Intern Credential Holders Properly Assigned	0.6	1.6	2.6	1.85	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.39	1.1	0.81	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	4.85	2.1	1.51	11953.1	4.28
Unknown/Incomplete/NA	2.8	6.86	8.1	5.69	15831.9	5.67
Total Teaching Positions	41.2	100	143.4	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)	34.4	88.33	122.6	91.16	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	2.54	1.9	1.48	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	0.74	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	2.97	2.1	1.61	11746.9	4.23
Unknown/Incomplete/NA	2.3	6.1	6.7	4.99	14303.8	5.15
Total Teaching Positions	39	100	134.5	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)	37.2	90.16	129.2	90.69	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.5	0.35	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	4.84	6	4.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	0.8	1.3	0.93	12112.8	4.34
Unknown/Incomplete/NA	1.7	4.18	5.4	3.81	13705.8	4.91
Total Teaching Positions	41.3	100	142.5	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	1
Misassignments	0.10	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0	2

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	2.00	1.1	0.3
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	2.00	1.1	0.3

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)	0.4	0	2.7
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

Year and month in which the data were collected		January 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	Houghton Mifflin Collections/2019	0
Mathematics	CPM/2017	0
Science	Inspire	0
History-Social Science	Houghton Mifflin, TCI	0
Foreign Language	Spanish: 6 - 8: McGraw Hill California Edition Buen Viaje 7 - 8: Glenco - Buen Viaje - Spanish	0
Health	Health Connected/2023 (7th Grade)	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

School Facility Conditions and Planned Improvements

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

1/25

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 completed 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. Classrooms, except protables, received new tinted windows/frames and black-out motorized blinds
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 were 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. Upgrades included increasing the number of touchless toilets/faucets. 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 properly disposes of old paint by turning it in to certified paint collection centers.

School Facility Conditions and Planned Improvements

<p>Structural: Structural Damage, Roofs</p>	X		<p>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 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</p>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	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 all 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. Price has one exercise area which received new PIP surfacing</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 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)	65	70	65	68	47	48
Mathematics (grades 3-8 and 11)	57	59	61	63	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	951	933	98.11	1.89	70.10
Female	474	464	97.89	2.11	71.77
Male	477	469	98.32	1.68	68.44
American Indian or Alaska Native	--	--	--	--	--
Asian	184	178	96.74	3.26	89.33
Black or African American	18	18	100.00	0.00	44.44
Filipino	24	23	95.83	4.17	73.91
Hispanic or Latino	300	295	98.33	1.67	48.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	125	122	97.60	2.40	77.05
White	293	290	98.98	1.02	78.62
English Learners	90	82	91.11	8.89	20.73
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	168	98.25	1.75	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	98	91.59	8.41	24.49

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	951	940	98.84	1.16	58.94
Female	474	467	98.52	1.48	54.39
Male	477	473	99.16	0.84	63.42
American Indian or Alaska Native	--	--	--	--	--
Asian	184	180	97.83	2.17	86.11
Black or African American	18	18	100.00	0.00	38.89
Filipino	24	23	95.83	4.17	52.17
Hispanic or Latino	300	299	99.67	0.33	33.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	125	122	97.60	2.40	61.48
White	293	291	99.32	0.68	69.07
English Learners	90	89	98.89	1.11	13.48
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	169	98.83	1.17	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	100	93.46	6.54	16.00

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)	52.9	56.8	67.19	75.52	30.73	32.33

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	341	338	99.12	0.88	56.80
Female	158	155	98.10	1.90	50.97
Male	183	183	100.00	0.00	61.75
American Indian or Alaska Native	0	0	0	0	0
Asian	51	49	96.08	3.92	73.47
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	63.64
Hispanic or Latino	115	115	100.00	0.00	38.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	41	100.00	0.00	65.85
White	113	113	100.00	0.00	66.37
English Learners	31	30	96.77	3.23	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	55	100.00	0.00	29.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	31	93.94	6.06	12.90

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 7	99	99	99	99	99

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

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. Price's Home & School Club is the organization that assists in fundraising and supporting our school-wide programs. They also work to provide events that build community.

The School Site Council works collaboratively with staff, students and administration to assist in the development of the school plan, budget and monitor our progress. We work collaboratively with our parent committees to encourage parent involvement and partnerships and extend extra efforts to focus on our target students and families.

The ELAC is our parent group focusing on the needs of students learning English as a second language. This parent group supports Price in designing and monitoring supports for English Language Learners and provides opportunities for enrichment for both students and families.

Parent Nights provide opportunities for parents to learn about our curriculum, parenting skills and enjoy many student performances that we provide.

Other opportunities are available for community and parental involvement at the school; Parent information nights, band, athletics, and Home & School Club events. We have also had community events around Social/emotional Learning.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	982	972	103	10.6
Female	487	482	50	10.4
Male	495	490	53	10.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	189	187	7	3.7
Black or African American	18	18	0	0.0
Filipino	24	24	1	4.2
Hispanic or Latino	317	310	62	20.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	116	116	8	6.9
White	301	300	25	8.3
English Learners	106	105	23	21.9
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	210	204	53	26.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	129	129	31	24.0

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
6.24	4.19	2.85	2.56	2.06	1.93	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	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	2.85	0.00
Female	1.23	0.00
Male	4.44	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.53	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.86	0.00
White	1.99	0.00
English Learners	7.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.43	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

Cambrian is a small school district with a long history of a safe learning environment. Absenteeism is less than 8% a year; suspensions are less than 3% for the school. Students are aware of safety plans should emergencies arise and practice them regularly. Cambrian works with local agencies to provide a safe environment, which promotes learning.

The school safety plan is directed at 3 scenarios.

1. Disaster preparedness: e.g. weather, earthquake
2. Dangerous persons/activities on campus
3. How to handle an emergency situation

Mock preparedness drills are conducted throughout the school year. Teachers are provided an in-service/review of the safety plan before the beginning of the school year. Through consultation with the San Jose Police Department, the San Jose fire Department and ICS4Schools. Administration is working with staff and students to develop updated responses to potential crisis situations. We regularly update emergency backpacks. Students are provided overviews of escape plans and evacuations in plans should an emergency arise throughout the school year.

Price Comprehensive School Safety Plan was approved by the board in December of 2024. Price Staff reviewed the Plan on September 18, 2025. There were 24 suspensions in the 24/25 school year. The reduction is due to having a robust PBIS program, two Vice Principals, and a Campus Safety Supervisor.

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	0
Mathematics	23	14	13	1
Science	28	4	19	0
Social Science	29	0	20	0

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

2024-25 Secondary 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 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	24	10	18	2
Mathematics	23	12	18	
Science	29	1	25	
Social Science	29	2	21	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	460.5

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
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	\$10,132	\$1,381	\$8,751	\$110,269
District	N/A	N/A	\$9,236	\$106,794
Percent Difference - School Site and District	N/A	N/A	-5.4	8.7
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-20.7	32.5

Fiscal Year 2024-25 Types of Services Funded

After-School Homework Center (after-school tutorials)
 After School Sports through West Valley Sports
 Ramp Up Math program
 Counseling Support Services
 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.

- Title I, Part A: Basic Grant for High-Needs Students
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: English Learner and Immigrant Programs
- Title IV, Part A: Student Support and Academic Enrichment

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	\$74,690	\$55,248
Mid-Range Teacher Salary	\$104,682	\$80,746
Highest Teacher Salary	\$132,498	\$109,655
Average Principal Salary (Elementary)	\$167,797	\$133,828
Average Principal Salary (Middle)	\$183,035	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$277,711	\$155,954
Percent of Budget for Teacher Salaries	34.6%	25.26%
Percent of Budget for Administrative Salaries	7.26%	6.12%

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
- 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)

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5