

# C. K. Price Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	C. K. Price Middle School
<b>Street</b>	1212 Marin Street
<b>City, State, Zip</b>	Orland, CA 95963
<b>Phone Number</b>	(530) 865-1225
<b>Principal</b>	Sean Rodgers
<b>Email Address</b>	srodgers@orlandusd.net
<b>School Website</b>	<a href="http://ckprice.orlandusd.net/">http://ckprice.orlandusd.net/</a>
<b>County-District-School (CDS) Code</b>	11754816007496

## 2022-23 District Contact Information

<b>District Name</b>	Orland Unified School District
<b>Phone Number</b>	(530) 865-1200
<b>Superintendent</b>	Victor Perry
<b>Email Address</b>	vperry@orlandusd.net
<b>District Website Address</b>	<a href="http://www.orlandusd.net">http://www.orlandusd.net</a>

## 2022-23 School Overview

C.K. Price Middle School is an intermediate school that includes grades 6, 7 and 8. Teachers and staff at C.K. Price focus on providing a quality education that adheres to the district-adopted curriculum and the California Common Core Standards. Student enrollment for the 2022-23 school year is 475. At C.K. Price, the entire staff is committed to the continuous school improvement process and a focus on safety and student achievement.

### Mission Statement

C.K. Price Middle School is committed to developing children who are confident and creative builders of their future. As we focus on the whole child, our integrated program blends academics, music, art, athletics and extracurricular activities. Expectations are for students, parents, teachers, and staff to meet all challenges with openness, enthusiasm, perseverance, and willingness to solve problems. We aim for an atmosphere of cooperation, with respect for individual differences and diverse community values.

### Focus for Improvement

C.K. Price has an "early release" schedule which allows teacher teams (Professional Learning Communities) to meet almost every Wednesday to collaborate. Collaboration topics include but are not limited to: review achievement results, discuss lessons, share curriculum, develop lesson plans, meet with administration, and other school improvements. All of this work is focused on reflective instructional practice and improving student learning.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	166
Grade 7	172
Grade 8	180
Total Enrollment	518

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	1.5
Asian	1.9
Black or African American	0.4
Filipino	0.2
Hispanic or Latino	67.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.0
White	27.0
English Learners	21.6
Foster Youth	0.6
Homeless	1.7
Migrant	0.2
Socioeconomically Disadvantaged	84.7
Students with Disabilities	14.3

### A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.30	82.95	90.00	85.46	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.80	12.21	10.20	9.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	4.84	4.00	3.88	12115.80	4.41
<b>Unknown</b>	0.00	0.00	1.00	0.95	18854.30	6.86
<b>Total Teaching Positions</b>	23.30	100.00	105.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.70	82.95	94.30	85.28	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.60	6.64	2.60	2.40	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	1.84	5.90	5.35	11953.10	4.28
<b>Unknown</b>	2.10	8.52	7.70	6.96	15831.90	5.67
<b>Total Teaching Positions</b>	24.90	100.00	110.60	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.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.60
<b>Misassignments</b>	2.80	1.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	2.80	1.60

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	1.10	0.40
<b>Total Out-of-Field Teachers</b>	1.10	0.40

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.00	2.20
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### Textbooks

The Orland Unified School District policy is to provide only standards-aligned textbooks and Instructional Materials. District adoption of new curriculum, standards and instructional materials follow California Department of Education time lines. Purchases of new texts and supporting materials are based on district adopted curriculum standards. Texts and supporting materials are provided throughout the district on a basis of a minimum of one per student. Teachers and Administrators participate in district provided early release day in-services which are scheduled most Wednesdays of the school year. There is a Williams Act compliance review at the beginning of each school year. C.K. Price has been compliant in all areas each year.

For years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Common Core State Standards and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards. It is the expectation that all teachers will teach, assess, and monitor student progress relative to state standards. All content standards for all grade levels are available on-line at: [www.cde.ca.gov](http://www.cde.ca.gov).

### Reading and Writing

We use the SBE adopted curriculum from publish Holt (2007) for all English classes and include locally approved supplementary materials including Accelerated Reader and Scholastic News.

### Math

We purchased SBE-adopted College Preparatory Math (CPM) in the spring of 2014. All math classes in grades 6-8 are using CPM math. All math teachers attend professional development throughout the year.

### Science

We use the SBE adopted curriculum from CPO Science. Traditionally the science program has taught Earth science in sixth grade, Life science in seventh grade, and Physical science in eighth grade. Earth science has units on thermal energy, weather, and natural disasters. The Life science discipline focuses on cell biology, genetics, and evolution. Physical science studies the Earth, Sun, Moon system, forces and motion, and structures of matter.

### Social Science

We use the SBE adopted curriculum from TCI. In the sixth grade, students study world history and ancient civilizations. In the seventh grade, they will continue their study of world history, starting with medieval times and continuing through the 18th century. They turn to American history through Reconstruction in the eighth grade. They learn to research topics on their own, develop their own point of view, and interpret history.

### Year and month in which the data were collected

August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature & Language Arts and Holt Handbook (Holt, Rinehart and Winston) 2007  HM READ 180 and System 44 Reading Intervention Curriculum	Yes	0
Mathematics	College Preparatory Mathematics (CPM) 2014	Yes	0

<b>Science</b>	CPO Science 80 Northwest Blvd. Nashua, NH 03063 www.cposcience.com	Yes	0
<b>History-Social Science</b>	TCI 2440 W. El Camino Real, Suite 400 Mountain View, CA 94040	Yes	0
<b>Foreign Language</b>	Prentice Hall (Pearson) "Realidades"	Yes	0
<b>Health</b>	n/a		0
<b>Visual and Performing Arts</b>	(Musical Theater) Bach To Rock by Rosemary Kennedy published by Rosemary Corp.  (Band)I Standard of Excellence Volume 1 & 2 by Bruce Pearson, published by Neil A. Kjos Music Company  (Band) Share The Music (from 1995) published by McGraw- Hill		0

### School Facility Conditions and Planned Improvements

CK Price Middle School was built in 1949 and remodeled in 1998. Major construction began on campus in the fall of 2009. A new gymnasium, cafeteria complex and two-story building was constructed. The new two-story houses the Media Center, science lab and ten classrooms. The overall evaluation report indicates the facilities are in good repair.

**Year and month of the most recent FIT report**

2/17/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			"30: 4. CEILING TILES HAVE WATER STAINS. 31: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS BROKEN. FOUR LIGHT PANELS ARE OUT (HALLWAY). ELECTRICAL COVER IS MISSING (HALLWAY). 10. TWO FIRE SPRINKLER ESCUTCHEONS ARE MISSING (HALLWAY)." 29: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON THE DOOR. 15. DOOR MAGNET COVER IS MISSING. 24: 4. CEILING TILE HAS A WATER STAIN. 10. BURNING CANDLE PUT OUT JUST PRIOR TO MY ENTERING ROOM (HOT WET WAX). 11. PAINT IS PEELING ON THE DOOR. 11: 4. COUNTERTOP IS CHIPPING ON CORNER. 9. FAUCET HAS A DRIP. 11. IMPROPERLY STORED

## School Facility Conditions and Planned Improvements

			<p>CLEANING SUPPLIES/CHEMICALS. 12. CRACKS IN EXTERIOR WALL.</p> <p>12: 4. COUNTERTOP IS CHIPPING ON CORNER. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON THE INTERIOR WALL. IMPROPERLY STORED CLEANING SUPPLIES.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 29: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON THE DOOR. 15. DOOR MAGNET COVER IS MISSING.</p> <p>"26: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON THE DOOR."</p> <p>10: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p><b>Electrical</b></p>		X	<p>"NURSE: 7. LIGHT DIFFUSER IS MISSING (HALLWAY TO PRINCIPAL).</p> <p>2: 7. SURGE PROTECTORS ARE DAISY CHAINED. 12. CRACK IN EXTERIOR WALL ABOVE THE DOOR."</p> <p>19: 7. ELECTRICAL COVER IS BROKEN. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. LIBRARY: 7. FOUR LIGHT PANELS ARE OUT (HALLWAYS). 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING (HALLWAY). 11. PAINT IS PEELING ON DOOR.</p> <p>ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.</p> <p>31: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS BROKEN. FOUR LIGHT PANELS ARE OUT (HALLWAY). ELECTRICAL COVER IS MISSING (HALLWAY). 10. TWO FIRE SPRINKLER ESCUTCHEONS ARE MISSING (HALLWAY).</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON THE DOOR.</p> <p>25: 7. ONE LIGHT PANEL IS OUT.</p> <p>MUSIC ROOM 14: 7. FOUR LIGHT PANELS ARE OUT (TWO LIGHT SWITCHES). EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON DOOR AND HALLWAY WALL.</p> <p>"16/ FITNESS LAB: 7. ETHERNET COVER IS MISSING.</p> <p>9: 7. ONE LIGHT DIFFUSER IS MISSING. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY."</p> <p>KITCHEN: 7. LIGHT DIFFUSERS ARE MISSING (DRY STORAGE). 9. HAND WASHING FAUCET LEAKS AT HANDLES. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN.</p>



## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>WOMENS REST ROOM: 9. FAUCET LEAKS AT HANDLE.</p> <p>GIRLS REST ROOM: 9. TWO FAUCETS HAVE NO FLOW. ONE FAUCET HAS A LOW FLOW.</p> <p>11: 4. COUNTERTOP IS CHIPPING ON CORNER. 9. FAUCET HAS A DRIP. 11. IMPROPERLY STORED CLEANING SUPPLIES/CHEMICALS. 12. CRACKS IN EXTERIOR WALL.</p> <p>12: 4. COUNTERTOP IS CHIPPING ON CORNER. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON THE INTERIOR WALL. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>GIRLS REST ROOM: 9. ALL FAUCETS LEAK AT HANDLES.</p> <p>KITCHEN: 7. LIGHT DIFFUSERS ARE MISSING (DRY STORAGE). 9. HAND WASHING FAUCET LEAKS AT HANDLES. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials		X	<p>3: 11. PAINT IS PEELING ON THE DOOR AND COVERED WALKWAY SUPPORT POSTS.</p> <p>19: 7. ELECTRICAL COVER IS BROKEN. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING.</p> <p>23: 10. EVACUATION MAP IS NOT POSTED.</p> <p>"LIBRARY: 7. FOUR LIGHT PANELS ARE OUT (HALLWAYS). 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING (HALLWAY). 11. PAINT IS PEELING ON DOOR.</p> <p>WORKROOM: 11. PESRICIDES ARE PRESENT."</p> <p>31: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS BROKEN. FOUR LIGHT PANELS ARE OUT (HALLWAY). ELECTRICAL COVER IS MISSING (HALLWAY). 10. TWO FIRE SPRINKLER ESCUTCHEONS ARE MISSING (HALLWAY).</p> <p>29: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON THE DOOR. 15. DOOR MAGNET COVER IS MISSING.</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON THE DOOR.</p> <p>24: 4. CEILING TILE HAS A WATER STAIN. 10. BURNING CANDLE PUT OUT JUST PRIOR TO MY ENTERING ROOM (HOT WET WAX). 11. PAINT IS PEELING ON THE DOOR.</p> <p>11: 4. COUNTERTOP IS CHIPPING ON CORNER. 9. FAUCET HAS A DRIP. 11. IMPROPERLY STORED CLEANING SUPPLIES/CHEMICALS. 12. CRACKS IN EXTERIOR WALL.</p> <p>12: 4. COUNTERTOP IS CHIPPING ON CORNER. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON THE INTERIOR WALL. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>MUSIC ROOM 14: 7. FOUR LIGHT PANELS ARE OUT (TWO LIGHT SWITCHES). EXTENSION CORD</p>

## School Facility Conditions and Planned Improvements

			<p>AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON DOOR AND HALLWAY WALL.</p> <p>9: 7. ONE LIGHT DIFFUSER IS MISSING. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY.</p> <p>CAFETERIA: 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN.</p> <p>KITCHEN: 7. LIGHT DIFFUSERS ARE MISSING (DRY STORAGE). 9. HAND WASHING FAUCET LEAKS AT HANDLES. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN.</p>
<b>Structural:</b> Structural Damage, Roofs	X		<p>2: 7. SURGE PROTECTORS ARE DAISY CHAINED. 12. CRACK IN EXTERIOR WALL ABOVE THE DOOR.</p> <p>11: 4. COUNTERTOP IS CHIPPING ON CORNER. 9. FAUCET HAS A DRIP. 11. IMPROPERLY STORED CLEANING SUPPLIES/CHEMICALS. 12. CRACKS IN EXTERIOR WALL.</p> <p>COPY ROOM: 12. LARGE CRACK AND WATER DAMAGE TO CEILING BEAM.</p>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X		<p>21: 15. DOOR MAGNET COVER IS MISSING. 22: 15. DOOR MAGNET COVER IS MISSING. 29: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON THE DOOR. 15. DOOR MAGNET COVER IS MISSING.</p> <p>15: 14. EXTERIOR WALL BRICKS ARE MISSING.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	27	N/A	26	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	17	N/A	14	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	506	488	96.44	3.56	26.69
<b>Female</b>	243	235	96.71	3.29	31.20
<b>Male</b>	263	253	96.20	3.80	22.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	342	331	96.78	3.22	21.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	139	132	94.96	5.04	38.93
<b>English Learners</b>	112	107	95.54	4.46	1.87
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	428	416	97.20	2.80	23.37
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	71	67	94.37	5.63	11.94

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	506	490	96.84	3.16	16.53
<b>Female</b>	243	235	96.71	3.29	13.19
<b>Male</b>	263	255	96.96	3.04	19.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	342	332	97.08	2.92	12.05
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	139	133	95.68	4.32	24.81
<b>English Learners</b>	112	107	95.54	4.46	2.80
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	428	418	97.66	2.34	14.83
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	71	68	95.77	4.23	5.88

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	9.63	16.87	14.89	14.81	28.5	29.47

## 2021-22 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
<b>All Students</b>	172	167	97.09	2.91	16.87
<b>Female</b>	79	75	94.94	5.06	16.22
<b>Male</b>	93	92	98.92	1.08	17.39
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	119	116	97.48	2.52	12.07
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	40	38	95	5	21.62
<b>English Learners</b>	29	29	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	146	143	97.95	2.05	15.49
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	17	16	94.12	5.88	12.5

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	95.7	94.7	94.7	95	96.9

## 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.

#### 2022-23 Opportunities for Parental Involvement

At C.K. Price, we welcome parent involvement. Parents have access to the AERIES Parent Portal. This allows parents to have 24-hour online access to their child's school information including grades, behavior, and attendance. This tool is updated weekly and parents have immediate feedback on their student's progress. When accessing the portal, users are able to access the teacher's grade book to see which assignments have been completed and the scores. Students also have an email address and have their own student portal account.

Parents are encouraged to visit the school office any time and stay in touch with teachers by utilizing the online staff phone and email directory. We also communicate with parents through AERIES communication regarding school information. Parents are also encouraged to support the annual teacher appreciation celebration and help chaperone field trips and dances as well as volunteer when and where needed.

Parents are emboldened to be active in our School Site Council (SSC), our Parent Club and our English Language Advisory Council. C.K. Price has an active Parent Club that supports and promotes our grade-level activities including the eighth-grade trips and promotion activities. Parents are frequently included in the planning and implementation of many of our school activities. We also welcome and receive community participation, including donations of time, money, materials and expertise. Any parent wishing to be active within school activities, volunteering, or chaperoning can call our office, fill out appropriate forms and be put in contact with the supervisor of the specific activity that the parent is interested in.

C.K. maintains a school website that is updated on a daily basis to include special notices, calendars, event schedules and the daily school bulletin. By clicking a button, Spanish speaking parents may view the information on the website in Spanish.

Finally, the daily bulletin is read over the school's speaker system and sent to all student emails. A weekly parent bulletin is sent out to their personal email.



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	545	533	203	38.1
Female	264	255	104	40.8
Male	281	278	99	35.6
American Indian or Alaska Native	8	8	4	50.0
Asian	10	10	4	40.0
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	358	354	117	33.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	160	152	75	49.3
English Learners	148	146	46	31.5
Foster Youth	7	5	5	100.0
Homeless	15	15	8	53.3
Socioeconomically Disadvantaged	468	457	184	40.3
Students Receiving Migrant Education Services	6	6	3	50.0
Students with Disabilities	84	82	37	45.1

## 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.68	4.01	2.45
<b>Expulsions</b>	0.00	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	4.33	9.36	2.32	7.57	0.20	3.17
<b>Expulsions</b>	0.00	0.37	0.00	0.25	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	9.36	0.37
<b>Female</b>	8.33	0.00
<b>Male</b>	10.32	0.71
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	6.70	0.28
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	13.75	0.63
<b>English Learners</b>	8.11	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	20.00	0.00
<b>Socioeconomically Disadvantaged</b>	9.83	0.43
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	14.29	0.00

## 2022-23 School Safety Plan

We have a closed campus and sufficient staff who supervise the halls and grounds to ensure a safe and positive school environment. We hold emergency drills throughout the year. Our School Safety Plan includes information on these drills and other safety issues. The School Site Council updates the Safety Plan annually with input from teachers, law enforcement and other stakeholders. The Safety Plan is thoroughly reviewed at the first staff meeting of every year.

We hold weekly COST meetings (Coordination of Student Support Team) to ensure that students with mental or physical health needs are being met.

Fire drills and intruder alert drills are conducted throughout the school year. Our local police department has conducted mock intruder alerts on this campus to gain familiarity with the site and to further enhance their emergency response skills and procedures.

The Site Council annually reviews, revises (if necessary) and adopts the Safety Plan and its components are reviewed with all staff. The Safety Plan is reviewed by ELAC and SSC and adopted every year by the School Board in February.

Key elements of the plan: Child abuse and neglect reporting, disaster response procedures (not public), suspension and expulsion policies, notifying teachers of dangerous pupils, sexual harassment policy, dress code prohibiting gang-related apparel, ingress to and egress from school, safe and orderly environment, and school discipline policies.

All teachers have been trained on how to use the Crisis Response Procedures working flip chart in case of emergency. This is hanging by all teacher's desks. In addition, district office support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

We update our school safety plan annually and it is reviewed by ELAC and by School Site Council (SSC) every year before March 1st for their approval. We conduct earthquake, fire, and intruder drills each semester. This plan meets the state requirements described in the California Education Code Sections 35294–35297.

Over the past 3 years, we have made significant upgrades to our visual security system through the expansion of cameras at CK Price. Through our Proposition 39 (clean energy program funds) project, the installation of LED lighting and additional exterior light fixtures allows for safer nighttime conditions and better video recording quality. We have installed a state of the art notification and alerting intercom and bell systems District-wide. We have recently purchased new radios District-wide as well.

Our principal, assistant principal, teachers, and staff monitor the school grounds before and after school and during breaks. Counselors provide additional help. We also have a leadership class in which seniors are paired up with freshmen to ease transitions. CK Price has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. The students are involved with peer mediation and conflict resolution programs to ensure a safe and responsible environment.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	19	19	6	2
Mathematics	22	5	11	
Science	25	5	9	
Social Science	23	4	9	1

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	17	20	8	1
Mathematics	17	10	9	
Science	20	9	7	
Social Science	19	8	8	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	18	11	
Mathematics	18	10	9	1
Science	23	6	6	3
Social Science	22	4	11	

## 2021-22 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	518

## 2021-22 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.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	9,706	3,468	6,238	76,170
District	N/A	N/A	9,685	\$69,634
Percent Difference - School Site and District	N/A	N/A	-43.3	9.0
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-5.5	-3.9

## 2021-22 Types of Services Funded

C.K. Price Middle School has funded teacher release time to identify essential standards, revise pacing guides, and review data to track student progress.

C.K. Price Middle School is able to offer an after-school program (Spark) that is open to all interested students. We also offer before and after school Math and English Tutoring.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$47,643	\$48,503
<b>Mid-Range Teacher Salary</b>	\$64,695	\$74,912
<b>Highest Teacher Salary</b>	\$95,190	\$100,321
<b>Average Principal Salary (Elementary)</b>	\$114,471	\$122,160
<b>Average Principal Salary (Middle)</b>	\$105,741	\$127,632
<b>Average Principal Salary (High)</b>	\$128,175	\$137,578
<b>Superintendent Salary</b>	\$191,838	\$198,665
<b>Percent of Budget for Teacher Salaries</b>	33%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

All teachers had the opportunity to attend the two days of professional development- UP Days. During this professional development time, teachers could choose sessions based on their needs, interest, and subject. Breakout session focused on increasing student academic talk, English Learner needs and strategies, increasing technology use in the classroom, learning more about Social Emotional Learning and supports we can provide in the classroom, along with core content supports. In addition to this, as a District, we have contracted with outside resources to support our math teachers. Each site has 3-4 release days this year to work as a site with consultants to increase their math strategies toolbox, deepen their understanding of common core math, and challenge their mindset around math to better relate to the hurdles their students are facing daily. We also have different focus team groups in the district and many of them are attending conferences to deepen their knowledge and gain more usefully strategies to share with their school sites. Some of these conferences are Restorative Justice training, 2020 California Student Mental Wellness Conference, 2020 CAFE and Illuminate. The District provides two optional Professional Development Days for all teachers outside of the instructional student days, one mandatory day and 3-4 Banking days a year. Topics for professional development have been around high-quality instruction and second language learners. These areas have been determined by the District with input from teachers based on student data.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	7