

C. K. Price Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	C. K. Price Middle School
Street	1212 Marin Street
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1225
Principal	Anne Stearns
Email Address	astearns@orlandusd.net
School Website	http://ckprice.orlandusd.net/
County-District-School (CDS) Code	11754816007496

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	139
Grade 7	154
Grade 8	155
Total Enrollment	448

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4%
Male	55.1%
American Indian or Alaska Native	1%
Asian	2.3%
Hispanic or Latino	68.9%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.4%
White	27.2%
English Learners	29.4%
Foster Youth	0.8%
Homeless	2.9%
Migrant	0.8%
Socioeconomically Disadvantaged	84.6%
Students with Disabilities	15%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.30	82.95	90.00	85.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	12.21	10.20	9.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	4.84	4.00	3.88	12115.80	4.41
Unknown	0.00	0.00	1.00	0.95	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.70	82.95	94.30	85.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	6.64	2.60	2.40	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.84	5.90	5.35	11953.10	4.28
Unknown	2.10	8.52	7.70	6.96	15831.90	5.67
Total Teaching Positions	24.90	100.00	110.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.60
Misassignments	2.80	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.80	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9	2.2
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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.

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

January 10, 2024

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	Yes	0

	HM READ 180 and System 44 Reading Intervention Curriculum		
Mathematics	College Preparatory Mathematics (CPM) 2014	Yes	0
Science	CPO Science 80 Northwest Blvd. Nashua, NH 03063 www.cposcience.com	Yes	0
History-Social Science	TCI 2440 W. El Camino Real, Suite 400 Mountain View, CA 94040	Yes	0
Foreign Language	Prentice Hall (Pearson) "Realidades" Avancemos 1	Yes	0
Health	Decisions for Health 7	Yes	0
Visual and Performing Arts	(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

2/16/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: MDF/ CONFERENCE ROOM: 2. VENT COVER IS MISSING. 4. CARPET IS FRAYED/TORN AT ENTRY.

School Facility Conditions and Planned Improvements

<p>Interior: Interior Surfaces</p>		X	<p>11: 4. COUNTERTOP IS CHIPPING ON CORNER. 9. FAUCET HAS A DRIP. 12. CRACKS IN EXTERIOR WALL. 12: 4. COUNTERTOP IS CHIPPING ON CORNER. 19: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE MISSING. 24: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON THE DOOR. 29: 4. CEILING TILE HAS A WATER STAIN 11. PAINT IS PEELING ON THE DOOR. 30: 4. CEILING TILES HAVE WATER STAINS. 31: 4. CEILING TILE HAS A WATER STAIN. 10. TWO FIRE SPRINKLER ESCUTCHEONS ARE MISSING (HALLWAY). 6: 4. PENCIL SHARPENER COVER IS MISSING. BOYS REST ROOM: 4. TILES ARE MISSING IN COVE BASE. 7. LIGHT DIFFUSER IS MISSING. MDF/ CONFERENCE ROOM: 2. VENT COVER IS MISSING. 4. CARPET IS FRAYED/TORN AT ENTRY.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>		X	<p>2: 7. SURGE PROTECTORS ARE DAISY CHAINED. 12. CRACK IN EXTERIOR WALL ABOVE THE DOOR. 25: 7. ONE LIGHT PANEL IS OUT. 9: 7. ONE LIGHT DIFFUSER IS MISSING. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM: 4. TILES ARE MISSING IN COVE BASE. 7. LIGHT DIFFUSER IS MISSING. CAFETERIA: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. CONFERENCE ROOM: 7. LIGHT DIFFUSER IS BROKEN. ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. ELEVATOR: 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). GIRLS REST ROOM: 7. LIGHT FIXTURE IS OUT AT ENTRY. 9. THREE FAUCETS LEAK AT HANDLES. KITCHEN: 7. LIGHT DIFFUSERS ARE MISSING (DRY STORAGE). 9. HAND WASHING FAUCET LEAKS AT HANDLES. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. MUSIC ROOM 14: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. TWO EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING. 11. PAINT IS PEELING ON DOOR AND HALLWAY WALL. NURSE: 7. LIGHT DIFFUSER IS MISSING (HALLWAY TO PRINCIPAL).</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>11: 4. COUNTERTOP IS CHIPPING ON CORNER. 9. FAUCET HAS A DRIP. 12. CRACKS IN EXTERIOR WALL.</p>

School Facility Conditions and Planned Improvements

			<p>BOYS REST ROOM: 9. ONE FAUCET HAS NO FLOW. GIRLS REST ROOM: 7. LIGHT FIXTURE IS OUT AT ENTRY. 9. THREE FAUCETS LEAK AT HANDLES. GIRLS REST ROOM: 9. ONE FAUCET HAS NO FLOW. ONE FAUCET HAS A LOW FLOW. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING (HALLWAY). 11. PAINT IS PEELING ON DOOR. KITCHEN: 7. LIGHT DIFFUSERS ARE MISSING (DRY STORAGE). 9. HAND WASHING FAUCET LEAKS AT HANDLES. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. WOMENS REST ROOM: 9. FAUCET LEAKS AT HANDLE.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>16/ FITNESS LAB: 10. TEACHER HAS TAPED OVER OUTLETS. 15. DOOR CLOSER COVER IS MISSING. 22: 11. PAINT IS PEELING ON DOOR. 23: 10. EVACUATION MAP IS NOT POSTED. 24: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON THE DOOR. 27: 11. PAINT IS PEELING ON THE DOOR. 29: 4. CEILING TILE HAS A WATER STAIN 11. PAINT IS PEELING ON THE DOOR. 3: 11. PAINT IS PEELING ON THE DOOR AND COVERED WALKWAY SUPPORT POSTS. 31: 4. CEILING TILE HAS A WATER STAIN. 10. TWO FIRE SPRINKLER ESCUTCHEONS ARE MISSING (HALLWAY). 4: 10. EVACUATION MAP IS NOT POSTED. 9: 7. ONE LIGHT DIFFUSER IS MISSING. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY. 15. DOOR CLOSER COVER IS MISSING. ADMIN: 11. PAINT IS PEELING ON EXTERIOR WALL. CAFETERIA: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. GIRLS REST ROOM: 9. ONE FAUCET HAS NO FLOW. ONE FAUCET HAS A LOW FLOW. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING (HALLWAY). 11. PAINT IS PEELING ON DOOR. KITCHEN: 7. LIGHT DIFFUSERS ARE MISSING (DRY STORAGE). 9. HAND WASHING FAUCET LEAKS AT HANDLES. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. LIBRARY: 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 11. PAINT IS PEELING ON DOOR. MUSIC ROOM 14: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. TWO EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING. 11. PAINT IS PEELING ON DOOR AND HALLWAY WALL.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>11: 4. COUNTERTOP IS CHIPPING ON CORNER. 9. FAUCET HAS A DRIP. 12. CRACKS IN EXTERIOR WALL.</p>

School Facility Conditions and Planned Improvements

			2: 7. SURGE PROTECTORS ARE DAISY CHAINED. 12. CRACK IN EXTERIOR WALL ABOVE THE DOOR. COPY ROOM: 12. LARGE CRACK AND WATER DAMAGE TO CEILING BEAM. CRACK IN CEILING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		15: 14. EXTERIOR WALL BRICKS ARE MISSING. 16/ FITNESS LAB: 10. TEACHER HAS TAPED OVER OUTLETS. 15. DOOR CLOSER COVER IS MISSING. 9: 7. ONE LIGHT DIFFUSER IS MISSING. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY. 15. DOOR CLOSER COVER IS MISSING. CAFETERIA: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	27	24	26	27	47	46
Mathematics (grades 3-8 and 11)	17	10	14	12	33	34

2022-23 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
All Students	481	450	93.56	6.44	24.28
Female	213	203	95.31	4.69	26.24
Male	266	245	92.11	7.89	22.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	326	308	94.48	5.52	18.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	136	125	91.91	8.09	36.80
English Learners	115	105	91.30	8.70	1.92
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	416	393	94.47	5.53	21.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	66	89.19	10.81	9.23

2022-23 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
All Students	481	455	94.59	5.41	9.67
Female	213	205	96.24	3.76	5.37
Male	266	248	93.23	6.77	13.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	326	312	95.71	4.29	5.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	136	125	91.91	8.09	20.00
English Learners	115	110	95.65	4.35	0.00
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	416	396	95.19	4.81	7.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	66	89.19	10.81	3.03

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.87	15.38	14.81	16.71	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	174	161	92.53	7.47	16.88
Female	85	78	91.76	8.24	12.99
Male	88	82	93.18	6.82	19.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	116	110	94.83	5.17	10.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	54	47	87.04	12.96	31.91
English Learners	30	28	93.33	6.67	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	146	135	92.47	7.53	14.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	27	84.38	15.62	11.54

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.6	98.6	98.6	98.6	98.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 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 and social media 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.

2023-24 Opportunities for Parental Involvement

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	512	507	112	22.1
Female	232	229	56	24.5
Male	278	276	56	20.3
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	6	6	1	16.7
Asian	11	11	5	45.5
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	349	345	65	18.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	2	2	0	0.0
White	143	142	41	28.9
English Learners	154	152	34	22.4
Foster Youth	5	5	1	20.0
Homeless	16	16	11	68.8
Socioeconomically Disadvantaged	447	442	99	22.4
Students Receiving Migrant Education Services	9	9	2	22.2
Students with Disabilities	79	78	23	29.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	4.33	9.36	18.36	2.32	7.57	7.82	0.20	3.17	3.60
Expulsions	0.00	0.37	0.00	0.00	0.25	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	18.36	0
Female	14.22	0
Male	21.94	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	18.18	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	18.62	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	17.48	0
English Learners	23.38	0
Foster Youth	0	0
Homeless	62.5	0
Socioeconomically Disadvantaged	19.91	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	29.11	0

2023-24 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.

2023-24 School Safety Plan

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.

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	

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	18	16	10	0
Mathematics	17	13	6	0
Science	20	11	5	0
Social Science	21	9	6	0

2022-23 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	486

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	15,030	5,500	9,530	62,675
District	N/A	N/A	10,458	\$71,482
Percent Difference - School Site and District	N/A	N/A	-9.3	-13.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	20.2	-26.7

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$50,025	\$50,875
Mid-Range Teacher Salary	\$67,929	\$79,761
Highest Teacher Salary	\$99,949	\$103,045
Average Principal Salary (Elementary)	\$121,998	\$128,154
Average Principal Salary (Middle)	\$115,481	\$131,774
Average Principal Salary (High)	\$110,725	\$142,676
Superintendent Salary	\$169,558	\$211,462
Percent of Budget for Teacher Salaries	30.39%	30.11%
Percent of Budget for Administrative Salaries	5.56%	5.49%

Professional Development

All teachers had the opportunity to attend three full days of professional development in August before school started. The first day was School Safety related with OPD presenting information on Run Hide Fight and the SMART team presenting on Threat Assessment: What to look for. The second portion of the day site principals led a session around School Culture and District Expectations. Over the next two days, teachers chose sessions based on their need, interest, and grade span. Breakout sessions included Social Emotional Learning (and support) Restorative Justice Practices, Dyslexia, using Technology to engage students, and PLC Best Practices review and processes.

In addition to those, there were sessions conducted by our teachers on small group instruction, Technology Updates, and EL BE GLAD strategies. OUSD has 7 "banking" days throughout the school year to continue to provide learning opportunities for teachers. The district banking days will focus on PLC best practices, Sites goals and data cycles. The District Site Leadership Team will learn the processes and then take these back to their sites to practice. The goal is to have uniform processes for running PLCs and reviewing data throughout the District. Site banking days will be determined by each site. CK Price site focus is working on positive climate, culture and connecting with the Orland community.

CK Price has focused on each banking day at the school site on working on different ways to focus on the positive school culture. Principal, Anne Stearns, has been trained on positive school culture in a workshop through Phil Boyte. CK has many focused discussions about learning for living podcasts and administration works closely to make the school culture a top priority in all staff development days to continue to improve the culture at the school and with the community.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10