

# C. K. 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

<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>	Anne Stearns
<b>Email Address</b>	astearns@orlandusd.net
<b>School Website</b>	<a href="http://ckprice.orlandusd.net/">http://ckprice.orlandusd.net/</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	11754816007496

## 2025-26 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</b>	<a href="http://www.orlandusd.net">http://www.orlandusd.net</a>

## 2025-26 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 2024-2025 school year is 440. 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	149
Grade 7	144
Grade 8	156
Total Enrollment	449

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	43.9
Male	55.9
Non-Binary	0.2
American Indian or Alaska Native	0.4
Asian	1.8
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	75.5
Two or More Races	1.3
White	20.3
English Learners	27.6
Foster Youth	0.2
Homeless	3.8
Migrant	1.3
Socioeconomically Disadvantaged	92
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.

## 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>	20.7	82.95	94.3	85.28	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.6	6.64	2.6	2.4	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	1.84	5.9	5.35	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2.1	8.52	7.7	6.96	15831.9	5.67
<b>Total Teaching Positions</b>	24.9	100	110.6	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.6	82.98	89.6	84.86	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.8	0.76	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.4	10.02	5.4	5.2	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.2	4.87	5.7	5.46	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.5	2.05	3.9	3.7	14303.8	5.15
<b>Total Teaching Positions</b>	24.8	100	105.6	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.6	82.42	92.4	86.55	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1.1	1.11	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.3	5.79	4.5	4.21	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2.8	11.75	8.6	8.11	13705.8	4.91
<b>Total Teaching Positions</b>	23.8	100	106.8	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
<b>Permits and Waivers</b>	0.60	0	0
<b>Misassignments</b>	1.00	2.4	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.60	2.4	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.40	1.2	1.3
<b>Total Out-of-Field Teachers</b>	0.40	1.2	1.3

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	5.5	0
<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	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

### 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

December 3, 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt Literature & Language Arts and Holt Handbook (Holt, Rinehart and Winston) 2007  HM READ 180 and System 44 Reading Intervention Curriculum	0
<b>Mathematics</b>	College Preparatory Mathematics (CPM) 2014	0
<b>Science</b>	CPO Science 80 Northwest Blvd. Nashua, NH 03063 www.cposcience.com	0
<b>History-Social Science</b>	TCI 2440 W. El Camino Real, Suite 400 Mountain View, CA 94040	0
<b>Foreign Language</b>	Prentice Hall (Pearson) "Realidades"  Avancemos 1	0
<b>Health</b>	Decisions for Health 7	0
<b>Visual and Performing Arts</b>	Piano - Alfred's Basic Adult Piano Course Book 1 and will potentially get to Book 2 this year. Advanced and Beginning Bands - Sound Innovations Book 1 for this year with plans for Advanced to get to Book 2 next year and Beginning Band continue on Book 1.	0
<b>Science Laboratory Equipment (grades 9-12)</b>	n/a	0

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

## 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

3/26/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			11: 2. HVAC MAKES A LOUD RATTLING NOISE.4. COUNTERTOP IS CHIPPING ON CORNER. SOCIAL WORKER: 2. VENT COVER IS MISSING. 4. CARPET IS FRAYED/TORN AT ENTRY.
<b>Interior:</b> Interior Surfaces		X		11: 2. HVAC MAKES A LOUD RATTLING NOISE.4. COUNTERTOP IS CHIPPING ON CORNER. 12: 4. COUNTERTOP IS CHIPPING ON CORNER. (WILLIAMS NOTICE NOT POSTED) 13: 4. CEILING TILE IS BROKEN. 19: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. (WILLIAMS NOTICE NOT POSTED) 24: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON THE DOOR. 28: 4. CEILING TILE HAS A WATER STAIN. (WILLIAMS NOTICE NOT POSTED) 29: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. 11. PAINT IS PEELING ON THE DOOR. PAINT IS PEELING ON INTERIOR WALL (THROUGHOUT HALLWAY). 15. RUBBER THRESHOLD IS MISSING. 3: 4. PENCIL SHARPENER COVER IS MISSING. 30: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR MAGNETIC DOOR HOLDER IS MISSING (HALLWAY DOUBLE DOORS). 31: 4. CEILING TILE HAS A WATER STAIN. BOYS REST ROOM: 4. TILES ARE MISSING IN COVE BASE. 7. LIGHT DIFFUSER IS MISSING. LIBRARY: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. MUSIC ROOM 14: 4. RUBBER MOULDING IS MISSING. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EMERGENCY EXITS ARE BLOCKED. 11. PAINT IS PEELING ON DOOR AND HALLWAY WALL. 12. CRACK IN CEILING (HALLWAY). SOCIAL WORKER: 2. VENT COVER IS MISSING. 4. CARPET IS FRAYED/TORN AT ENTRY.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			23: 5. CARPET IS STAINED.
<b>Electrical</b>		X		111/ ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. 25: 7. TWO LIGHT PANELS ARE OUT. 9: 4. CARPET IS TORN. 7. ONE LIGHT DIFFUSER IS MISSING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM: 4. TILES ARE MISSING IN COVE BASE. 7. LIGHT DIFFUSER IS MISSING.



## School Facility Conditions and Planned Improvements

			<p>CAFETERIA: 7. TWO LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>CUSTODIAN: 7. LIGHTDIFFUSER HAS A WATER STAIN.</p> <p>ELEVATOR: 7. LIGHT DIFFUSER IS BROKEN (HALLWAY).</p> <p>GIRLS REST ROOM: 7. LIGHT FIXTURE IS OUT AT ENTRY. (MENSTRUAL NOTICE NOT POSTED)</p> <p>KITCHEN: 7. LIGHT DIFFUSERS ARE MISSING (DRY STORAGE).</p> <p>MUSIC ROOM 14: 4. RUBBER MOULDING IS MISSING. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EMERGENCY EXITS ARE BLOCKED. 11. PAINT IS PEELING ON DOOR AND HALLWAY WALL. 12. CRACK IN CEILING (HALLWAY).</p> <p>OFFICE: 7. LIGHT DIFFUSER IS MISSING. (NO ROOM ID)</p> <p>SPEECH: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN CANDLE WARMER. 15. DOOR CLOSER COVER IS MISSING.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>WOMENS REST ROOM: 9. FAUCET LEAKS AT HANDLE. (MENSTRUAL NOTICE NOT POSTED) (ALL SINGLE USER REST ROOMS MUST BE LABELED ALL GENDER PER AB-1732)</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>21: 11. PAINT IS PEELING ON DOOR.</p> <p>22: 11. PAINT IS PEELING ON DOOR AND HALLWAY WALL.</p> <p>24: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON THE DOOR.</p> <p>27: 11. PAINT IS PEELING ON THE DOOR.</p> <p>29: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. 11. PAINT IS PEELING ON THE DOOR. PAINT IS PEELING ON INTERIOR WALL (THROUGHOUT HALLWAY). 15. RUBBER THRESHOLD IS MISSING.</p> <p>4: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>5: 10. PLUG IN CANDLE WARMER.</p> <p>GIRLS REST ROOM: 11. PAINT IS PEELING ON DOOR. (MENSTRUAL NOTICE NOT POSTED)</p> <p>LIBRARY: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR.</p> <p>MUSIC ROOM 14: 4. RUBBER MOULDING IS MISSING. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EMERGENCY EXITS ARE BLOCKED. 11. PAINT IS PEELING ON DOOR AND HALLWAY WALL. 12. CRACK IN CEILING (HALLWAY).</p> <p>SPEECH: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN CANDLE WARMER. 15. DOOR CLOSER COVER IS MISSING.</p> <p>WOMENS REST ROOM: 11. PAINT IS PEELING ON THE DOOR. (MENSTRUAL NOTICE NOT POSTED)</p>
<b>Structural:</b> Structural Damage, Roofs	X		<p>2: 12. CRACK IN EXTERIOR WALL ABOVE THE DOOR.</p> <p>26/ SCIENCE PREP: 12. CRACK IN INTERIOR WALL ABOVE DOOR.</p>

School Facility Conditions and Planned Improvements

				COPY ROOM: 12. LARGE CRACK AND WATER DAMAGE TO CEILING BEAM. CRACK IN CEILING. MUSIC ROOM 14: 4. RUBBER MOULDING IS MISSING. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EMERGENCY EXITS ARE BLOCKED. 11. PAINT IS PEELING ON DOOR AND HALLWAY WALL. 12. CRACK IN CEILING (HALLWAY).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			15: 14. EXTERIOR WALL BRICKS ARE MISSING. 16/ FITNESS LAB: 15. DOOR CLOSER COVER IS MISSING. 17/ GIRLS LOCKER ROOM: 4. WALL TILE IS MISSING. 15. FENCE POST CAPS AR LOOSE AROUND ELECTRICAL TRANSFORMERS. 18/ BOYS LOCKER ROOM: 15. DOOR CLOSER COVER IS MISSING. 29: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. 11. PAINT IS PEELING ON THE DOOR. PAINT IS PEELING ON INTERIOR WALL (THROUGHOUT HALLWAY). 15. RUBBER THRESHOLD IS MISSING. 30: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR MAGENTIC DOOR HOLDER IS MISSING (HALLWAY DOUBLE DOORS). 6: 15. DOOR CLOSER COVER IS MISSING. 9: 4. CARPET IS TORN. 7. ONE LIGHT DIFFUSER IS MISSING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 15. DOOR CLOSER COVER IS MISSING. ADMIN: 14. TRIP HAZARD ON WALKWAY (CHAPMAN STREET SIDE). CAFETERIA: 7. TWO LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. SPEECH: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN CANDLE WARMER. 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.

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)	17	21	23	25	47	48
Mathematics (grades 3-8 and 11)	6	8	10	13	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	447	434	97.09	2.91	21.20
Female	196	195	99.49	0.51	23.59
Male	249	237	95.18	4.82	18.99
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	338	329	97.34	2.66	17.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	87	85	97.70	2.30	31.76
English Learners	110	103	93.64	6.36	0.97
Foster Youth	0	0	0	0	0
Homeless	16	15	93.75	6.25	13.33
Military	15	15	100.00	0.00	20.00
Socioeconomically Disadvantaged	296	286	96.62	3.38	19.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	67	98.53	1.47	11.94

### 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	447	436	97.54	2.46	8.26
Female	196	195	99.49	0.51	8.72
Male	249	239	95.98	4.02	7.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	338	332	98.22	1.78	7.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	87	84	96.55	3.45	10.71
English Learners	110	107	97.27	2.73	1.87
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	12.50
Military	15	15	100.00	0.00	0.00
Socioeconomically Disadvantaged	296	288	97.30	2.70	7.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	67	98.53	1.47	4.48

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)	6.15	8.97	13.26	14.35	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	155	147	94.84	5.16	8.90
Female	59	59	100.00	0.00	5.08
Male	95	87	91.58	8.42	10.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	115	112	97.39	2.61	8.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	30	88.24	11.76	10.00
English Learners	28	26	92.86	7.14	3.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	99	96.12	3.88	8.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	21	87.50	12.50	4.76

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.3	96.0	95.3	94.7	96.0
Grade 7	94.5	95.3	93.8	77.3	95.3
Grade 9	96.6	94.6	94.0	92.9	92.9

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.

2025-26 Opportunities for Parental Involvement
<p>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.</p> <p>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 though AERIES communication, Parent Square, 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.</p> <p>Parents are encouraged to be active in our School Site Council (SSC) and our Parent Club. 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.</p> <p>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.</p> <p>Finally, the daily bulletin is read over the school's speaker system in both English and Spanish and sent to all student emails. A weekly parent bulletin is sent out to their personal email.</p>



2025-26 Opportunities for Parental Involvement

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	467	463	77	16.6
Female	207	206	30	14.6
Male	258	255	46	18.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	349	347	47	13.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	97	95	25	26.3
English Learners	127	127	12	9.4
Foster Youth	--	--	--	--
Homeless	20	20	6	30.0
Socioeconomically Disadvantaged	431	428	75	17.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	75	73	19	26.0

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
18.36	19.46	17.13	7.82	8.76	7.42	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	0.21	0	0	0.13	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	17.13	0.21
Female	5.80	0.00
Male	26.36	0.39
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	16.91	0.29
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	20.62	0.00
English Learners	15.75	0.00
Foster Youth	0.00	0.00
Homeless	15.00	0.00
Socioeconomically Disadvantaged	17.87	0.23
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	25.33	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

We have a closed campus, a campus supervisor, other staff who supervise the campus 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 School 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 several years, we have made significant upgrades to our visual security system through the expansion of cameras at CK Price.

Our principal, assistant principal, teachers, and staff monitor the school grounds before and after school and during breaks. Social workers 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.

## 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

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	17	12	10	
Mathematics	18	10	7	
Science	19	9	7	
Social Science	19	10	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	15	16	10	
Mathematics	16	16	5	
Science	17	11	6	
Social Science	18	8	5	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1.5
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	2

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	16,627	5,688	10,939	81,818
District	N/A	N/A	10,819	84,273
Percent Difference - School Site and District	N/A	N/A	1.1	-3.0
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-1.9	-12.5

Fiscal Year 2024-25 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, lunch and after school Math and English Tutoring in both Spanish and English.

## 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
<b>Beginning Teacher Salary</b>	\$58,228	\$57,978
<b>Mid-Range Teacher Salary</b>	\$79,068	\$89,612
<b>Highest Teacher Salary</b>	\$116,339	\$117,194
<b>Average Principal Salary (Elementary)</b>	\$145,415	\$143,632
<b>Average Principal Salary (Middle)</b>	\$121,786	\$149,447
<b>Average Principal Salary (High)</b>	\$136,296	\$162,334
<b>Superintendent Salary</b>	\$203,062	\$234,076
<b>Percent of Budget for Teacher Salaries</b>	27.49%	27.81%
<b>Percent of Budget for Administrative Salaries</b>	5.14%	5.47%

## Professional Development

All certificated teachers had the opportunity to attend three full days of professional development in August before school started. The first day was School Safety related to 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 needs, interests, and grade span. Breakout sessions included "Beyond the Bot" sessions on AI, "Learning for Living" culture PD, and Literacy Supports from our county office of education, "IEP at a glance" on how to support our students with disabilities, Math Frameworks PD, "The Magic of Math", PLC refreshers, and "Building Thinking Classrooms."

Based on the feedback from these professional learnings through a local survey, we have continued to support and extend this learning into the school year: "Learning for Living Culture PD", mClass with DIBELS, PLC supports through our district/site leadership team, development of the math frameworks, and BTC (Building Thinking Classrooms have all been offered through committees or sub-committees.

In addition, OUSD has 7 "Banking Days" throughout the school year to continue to provide learning opportunities for teachers. The 4 "District Banking Days" will be determined by each school site's administration and align with site goals, and the "Site Banking Days" will be determined by each site.

OUSD has different focus team groups in the District, and several groups plan to attend conferences to deepen their knowledge and gain useful strategies to share with their school sites, such as CATE, RTI at Work, and CAFE, to name a few. In addition to these teams, OUSD instructional coaches are available to teachers to support in Math and SEL practices. New for the 2025/2026 school year, OUSD has hired a literacy coach to help the TK-5 student population increase their CAASPP scores, build the capacities of teachers, instructional aides, and parents, and improve literacy across OUSD. The District will continue to support and encourage teachers to attend course-specific professional development and use of the OUSD instructional coaches.

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	10	10	