

C. K. Price Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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	Ryan Bentz
Email Address	rbentz@orlandusd.net
Website	http://ckprice.orlandusd.net/
County-District-School (CDS) Code	11754816007496

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Dwayne Newman
Email Address	Dnewman@orlandusd.net
Website	http://www.orlandusd.net

School Description and Mission Statement (School Year 2020-2021)

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 2019-20 school year is 518. 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	164
Grade 7	156
Grade 8	196
Total Enrollment	516

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1
Asian	1.9
Filipino	0.2
Hispanic or Latino	66.9
Native Hawaiian or Pacific Islander	0.2
White	27.7
Two or More Races	1.4
Socioeconomically Disadvantaged	87.8
English Learners	20
Students with Disabilities	13.4
Foster Youth	1
Homeless	3.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23	23	23	112
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2019

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 publisher 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.

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
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"	Yes	0
Health	n/a		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
Science Laboratory Equipment (grades 9-12)	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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September of 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	31	N/A	36	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	18	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	17	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

N/A

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				90.1	92.6	95	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	10.7	3.6	6.1	3.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.03	.04	
Expulsions	0	.002	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 every other week meetings of the COST (Coordination of Student Support Team) group 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.

The Orland Police Department and other first responders have partnered with OUSD to conduct live active shooter simulations. For these simulations, OUSD has opened up OHS to provide an authentic setting for this annual training. Following this year's simulation, we began discussions with OPD to bring ALICE Training (Active Last ALICE Training (Active Shooter Response Training) for our staff.

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. Currently, we support 33 cameras. 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	24	11	37	2	24	13	23	5	23	18	24	2

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	20	10	10	1	21	12	10	3	19	19	6	2
Mathematics	24	5	6	2	21	8	9	1	22	5	11	
Science	24	3	10		25	4	7	3	25	5	9	
Social Science	24	2	8	2	26	2	8	3	23	4	9	1

*Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,117	\$2,760	\$9,357	\$65,518
District	N/A	N/A	\$9,357	\$68,968
Percent Difference - School Site and District	N/A	N/A	0.0	-5.1
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	18.8	-14.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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

Working with the Glenn County Office of Education, 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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,643	\$47,145
Mid-Range Teacher Salary	\$64,695	\$74,952
Highest Teacher Salary	\$95,190	\$96,092
Average Principal Salary (Elementary)	\$114,471	\$116,716
Average Principal Salary (Middle)	\$97,761	\$120,813
Average Principal Salary (High)	\$128,175	\$131,905
Superintendent Salary	\$191,838	\$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

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 CABA 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.