

**Price Intermediate School (C.K. Price Middle School)**  
**School Accountability Report Card**  
**Reported Using Data from the 2012-13 School Year**  
**Published During 2013-14**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**I. Data and Access**

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

**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.

**Additional Information**

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**II. About This School**

**Contact Information (School Year 2013-14)**

<b>School Contact Information</b>	
<b>School Name</b>	Price Intermediate School (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>	Jason Bramson
<b>E-mail Address</b>	jbramson@orlandusd.net
<b>CDS Code</b>	11754816007496

<b>District Contact Information</b>	
<b>District Name</b>	Orland Unified School District
<b>Phone Number</b>	(530) 865-1200
<b>Web Site</b>	<a href="http://www.orlandusd.net">http://www.orlandusd.net</a>
<b>Superintendent</b>	Jeff Scheele
<b>E-mail Address</b>	<a href="mailto:jscheele@orlandusd.net">jscheele@orlandusd.net</a>

### **School Description and Mission Statement (School Year 2012-13)**

This section provides information about the school, its programs and its goals.

#### **Principal's Message**

C.K. Price Middle School is a small intermediate school that includes grades 6, 7 and 8. Teachers and staff at C.K. Price Intermediate focus on providing a quality education that adheres to district-adopted curriculum and the California Common Core Standards. Student enrollment for the 2013 - 2014 school year is 468. At C.K. Price, all staff are 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 extra-curricular 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**

Beginning in the 2007-2008 school year, C.K. Price implemented 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.

The implementation of the Common Core State Standards (CCSS) is the biggest change and focus in our school and in our district. Teachers are working in grade level teams, departments, with administration and individually to develop common core lesson plans. Our goal is to create common core units which incorporate the CCSS, while developing appropriate assessments and rubrics to monitor student learning.

With the implementation of the CCSS, the staff is focusing on the 4 C's. Collaboration, critical thinking, creativity and communication are essential skills that students must be taught. Most all classroom configurations of student seating have been changed to accomplish this. Students work in small groups to enhance exchange of ideas and collaboration to solve problems.

Technology is also another important aspect of CCSS. Every classroom is outfitted with a teacher and student computer. There is a computer lab with 30 computers and the media center which contains 15 more computers. We offer two sections of technology for seventh and eighth grade students. The school, along with the district, is investigating the purchase of Google chrome books (wireless tablets) to be used this spring for the Smarter Balance Assessment Consortium tests. By the end of this school year C.K. price will be completely wireless throughout campus.

In 2011 - 2012, a supplemental English class was required for our EL students who have been scored as a 1, 2, or 3 on the CELDT. These classes are a part of the on-going plan for improving the scores of our English learners on state standardized tests. More importantly, it will provide them with the skills needed in order to be more successful at the high school and collegiate level.

In addition, C.K. Price provides supplementary support before and school for struggling students. "Homework Club" is offered every morning before school and three days a week after school. We staff this with two classified staff members who can assist students with homework and tutoring.

#### **School Climate and Extracurricular Activities**

Current Student Council and club options provide activities that support and promote a positive and productive learning environment. Current clubs available include Leadership, Yearbook, Builder's Club, CJSF, Club Live, GATE and a full selection of sports for boys and girls including soccer, volleyball, basketball, and track. C.K. Price also offers a full complement of music and band courses including choir, beginning and advanced band and a musical theater class.

The Leadership Class at C.K. coordinates regular, positive events for students and their families including dances, Family Movie Nights, fundraisers, rallies and assemblies and presentations that engage middle school students and encourage a positive school climate.

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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#### **Parental Involvement**

At C.K. Price, we welcome parent involvement. Research shows that students whose parents are involved in their education generally achieve higher grades and test scores, attend school more regularly, do their homework more consistently and exhibit more positive attitudes and behavior.

Parents have 24 hour a day 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. This system is called "Parent Portal". When accessing the portal, users get live data while being able to access the teacher's grade books to see which assignments have been completed and their scores. This year, students were all given an email address, and now students can access the portal along with their parents.

Parents are encouraged to visit the school office any time and stay in touch with their student's teachers and counselor by utilizing the on-line staff phone and email directory. Additionally, parents are encouraged to shadow (attend class with) their students and participate as volunteers in the classroom. They support the annual teacher appreciation celebration and help chaperone field trips and dances. We also welcome community participation, including donations of time, money, materials and expertise.

Each year, parents play an active part in our school as volunteers, chaperones, and supervisors. They are active in our School Site Council (SSC) and our Parent Club and English Language Advisory Council. These organizations are essential to making C.K. Price the best middle school it can be. C.K. Price has an active Parent Club that supports and promotes our grade-level activities, including sixth grade Environmental Day Camp, the seventh grade Medieval Festival, and the eighth grade trips and promotion activities. Parents are frequently included in the planning and implementation of many of our school activities.

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 offered to all parents and emailed to their personal email accounts. The bulletin is broken down into a student section, parent section, and faculty section. This is a wonderful tool for parents to keep up with everything happening at the school.

#### **Homework**

Students are expected to take their schoolwork seriously and to understand that it is part of achieving an excellent education. Homework includes completing unfinished classwork or it may include extra work to review the content presented in class. Students are given a student planner so parents can know what is assigned and expected by teachers on a daily basis.

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	41	45	40	38	42	38	54	56	55
<b>Mathematics</b>	39	38	35	37	37	37	49	50	50
<b>Science</b>	55	49	46	41	45	41	57	60	59
<b>History-Social Science</b>	31	33	27	35	35	31	48	49	49

Note: Scores are not shown 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.

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	38	37	42	31
All Student at the School	40	35	46	27
Male	36	35	41	25
Female	43	35	51	30
Black or African American				
American Indian or Alaska Native				
Asian	45	36		
Filipino				
Hispanic or Latino	32	30	39	24
Native Hawaiian/Pacific Islander				
White	52	46	60	36
Two or More Races				
Socioeconomically Disadvantaged	33	31	44	23
English Learners	8	11	5	4
Students with Disabilities	45	40		12
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.8	26.2	35.6

Note: Scores are not shown 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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	4	2
Similar Schools	3	4	2

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	22	-14	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	-32	21
Native Hawaiian/Pacific Islander			
White	25	24	-14
Two or More Races			
Socioeconomically Disadvantaged	29	-19	10
English Learners	13	-44	26
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	434	743	1,532	729	4,655,989	790
Black or African American	0		4		296,463	708
American Indian or Alaska Native	5		17	778	30,394	743
Asian	13	748	46	724	406,527	906
Filipino	1		5		121,054	867
Hispanic or Latino	273	722	942	702	2,438,951	744
Native Hawaiian/Pacific Islander	0		2		25,351	774
White	140	781	507	776	1,200,127	853
Two or More Races	2		9		125,025	824
Socioeconomically Disadvantaged	272	723	1,074	712	2,774,640	743
English Learners	148	642	594	635	1,482,316	721
Students with Disabilities	51	647	179	584	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate (if applicable)	N/A	Yes

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 6	153
Grade 7	153
Grade 8	171
Total Enrollment	477

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	32.9
American Indian or Alaska Native	1.0	Two or More Races	0.4
Asian	2.7	Socioeconomically Disadvantaged	65.6
Filipino	0.2	English Learners	37.5
Hispanic or Latino	62.7	Students with Disabilities	11.5
Native Hawaiian/Pacific Islander	0.0		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.1	7	7	3	30.3	4	12	12	17	13	9	2
Mathematics	27.9	1	5	2	25.8	6	12	1	23	7	11	
Science	30.2	1	6	4	32.2	0	5	5	29	1	8	2
Social Science	30.8	0	6	4	27.7	2	8	2	29	1	7	2

Note: 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.

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

We have a closed campus and four classified staff members, and administrators, 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 SSC updates the Safety Plan annually with input from our instructors, law enforcement and other stakeholders.

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 plan is up for adoption in March. SSC adopted the safety plan and reviewed all the components with staff. SSC annually will review and update the plan every spring for the following school year.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	23.14	10.84	16.84	10.5	12.4	12.7
Expulsions	0	0	0.42	0.09	0.18	0.18

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Our school was built in 1949 and remodeled in 1998. Major construction began on campus in the fall of 2009. A new gymnasium and cafeteria complex has been constructed with an opening date of October 2010. A new two-story building was completed July 2012. The new two-story houses the Media Center, science lab as well as ten classrooms. The new building replaced the older portables that currently house our sixth grade, opportunity and Special Education classes. .

Currently our school includes ten buildings, of which one is a portable. On an average day, 504 students and staff occupy these buildings, utilizing 80 percent of our capacity.

The bathrooms in our school contain 31 toilets, all of which were in good working order when we surveyed the building.

**School Facility Good Repair Status (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 12/22/2013-12/23/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	Rooms 1 - 6 & Rooms 10 -13: Insufficient electrical outlets due to the increase of computers in the classroom.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Main Office / Music Rm. / Rms. 15a & 15b / Rm. 16: 1) Two office restrooms need to be upgraded to be ADA compliant. 2) Hallway restrooms need to be upgraded to be ADA compliant. Main Office / Music Rm. / Rms. 15a & 15b / Rm. 16: 1) Two office restrooms need to be upgraded to be ADA compliant. 2) Hallway restrooms need to be upgraded to be ADA compliant.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rate**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	FALSE	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	22	23	22	97
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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**Year and month in which data were collected:** August 2012

#### 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 Wednesday's of the school year.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content 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. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. All content standards for all grade levels are available on-line at: [www.cde.ca.gov](http://www.cde.ca.gov).

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For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content 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. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. All content standards for all grade levels are available on-line at: [www.cde.ca.gov](http://www.cde.ca.gov).

#### Reading and Writing

In sixth grade, students read short stories, legends, historical fiction, poetry, essays, and plays. By seventh grade, students write and research longer papers and essays that persuade others with logic and reason. In the eighth grade, we expect students to read serious novels and write book reports that draw conclusions.

#### Math

Math had a dramatic change this year. Our school adopted integrated math classes related to the common core State standards. Six, seventh and eighth graders are enrolled in an integrated math courses. We currently have one section of geometry, which will be phased out next year. In sixth grade, students expand upon their knowledge of mathematical concepts, including how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and positive and negative integers. They learn basic principles of statistics, probability, and ratios as well as how to analyze data and use geometry formulas. In seventh grade, we expect students to understand the Pythagorean theorem, calculate surface area and volume, and increase their facility with fractional numbers, ratios, and proportions.

The C.K. Price math department has attended many professional development trainings this school year. We have been working with other schools within the county. The county recently hired a math coordinator/coach. Our school has good positive collaboration and communication with the math coordinator. We also work closely with the high school math department, while planning curriculum, assessments and other changes in which the common core is bringing.

## Science

The science program focuses on earth science in the sixth grade, with units on plate tectonics, thermal energy, and ecology. Our seventh graders study life science, covering cell biology, genetics, evolution, and structure and function in living systems. In eighth grade, we focus on the physical sciences and chemistry. Units in the physical sciences focus on motion, forces, and structures of matter. Chemistry units include the periodic table, reactions, and the properties of density and buoyancy.

Our science teachers attended the STEM (science, technology, engineering and mathematics) conference this year. We are working on a plan within our school and collaborating with the high school to incorporate STEM ideas and practices.

## Social Science

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 in the eighth grade, up through Reconstruction. They learn to research topics on their own, develop their own point of view, and interpret history.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6th 7th and 8th Grade English- Holt Literature & Language Arts and Holt Handbook (Holt, Rinehart and Winston)  LANG!- LANGUAGE- (Sopris West)	Yes	0
<b>Mathematics</b>	Everyday Math - 6th grade McDougal Littel Course 2-7th grade McDougal Littel Course 2-Algebra Readiness McDougal Littel Algebra for Algebra		0
<b>Science</b>	Science Department (headed by Jason...) uses the following texts: Focus on Earth Science Focus on Life Science Focus on Physical Science  They are published by CPO Science 80 Northwest Blvd. Nashua, NH 03063 (866)588-6951 www.cposcience.com		0
<b>History-Social Science</b>	The social studies classes use McGraw Hill Glencoe California Series copyright 2006  6th grade: Discovering Our Past: Ancient Civilizations  7th grade: Discovering Our Past: Medieval and Early Modern  8th grade: Discovering Our Past: The American Journey to WWI		0
<b>Visual and Performing Arts</b>	(Musical Theater) Bach To Rock by Rosemary Kennedy published by Rosemary Corp.  (Band)I Standard of Excellence Volume 1 & 2 by Bruce Pearson, published by Neil A. Kjos Music Company  (Band) Share The Music (from 1995) published by McGraw-Hill		0

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4374	392	3982\$2233	57753
District	---	---	\$5,519	\$58,033
Percent Difference: School Site and District	---	---	-59.5	-0.5
State	---	---	\$5,537	\$63,166
Percent Difference: School Site and State	---	---	-59.1	-8.6

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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The majority of EIA/LEP or Title III funds at Price Intermediate are used to provide intervention and support/shadow classes and curriculum for EL students who are struggling with reading, English Language Development and mathematics.

In addition, ELD support classes are provided for students who score below a 4 on the CELDT and reading intervention classes are provided for students who are scoring basic or below on the CST exam.

A large percentage of the EIA/LEP funds are used to hire support aides to supplement the intervention classes, regular education classes, and provide individual tutoring.

Price Intermediate has funded teacher release time to identify essential standards, revise pacing guide, and review data to track student progress.

Working with the Glenn County Office of Education, Price Intermediate is able to offer an after-school program that is open to all interested students

## Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,047	\$38,578
Mid-Range Teacher Salary	\$54,381	\$59,799
Highest Teacher Salary	\$74,079	\$78,044
Average Principal Salary (Elementary)	\$79,907	\$95,442
Average Principal Salary (Middle)	\$83,624	\$98,080
Average Principal Salary (High)	\$93,727	\$106,787
Superintendent Salary	\$131,000	\$150,595
Percent of Budget for Teacher Salaries	36.5%	37.1%
Percent of Budget for Administrative Salaries	7.0%	5.9%

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

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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The Orland Unified School District continues to refine a district-wide professional development plan. Priorities continue to be transitioning to the Common Core Standards and instructional practices. Orland Unified School District consistently uses the "Professional Learning Community" model. The implementation of PLC's continues to move Price Intermediate, and all district schools, closer to cohesive long-term strategies for improving student learning and promoting collaboration between all school sites and grade levels within the district.

Price Intermediate administrators and staff provided training workshops throughout the year on a variety of topics including PLC's, CCSS, and assessment/curriculum. Our teachers meet regularly for grade-level and departmental planning. Teachers are encouraged to participate in the state project institutes for language arts, history, math, and science. Release time for staff development and teacher collaboration is provided on a weekly basis. During this time, teachers meet to review curriculum, analyze student achievement data, develop SMART goals and write or refine standards-aligned lessons.

New teachers participate in a support program for new teachers and have qualified mentors on site. The staff has agreed on consistent instructional norms that all the classrooms are working on across the school.