

Price Intermediate School (C.K. Price Middle School)
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Price Intermediate School (C.K. Price Middle School)
Street	1212 Marin Street
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1225
Principal	Kelly Haight
E-mail Address	khaight@orlandusd.net
Web Site	http://ckprice.orlandusd.net/
CDS Code	11754816007496

District Contact Information	
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Ken Geisick
E-mail Address	kgeisick@orlandusd.net
Web Site	http://www.orlandusd.net

School Description and Mission Statement (School Year 2016-17)

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 2015 - 2016 school year is 447. 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. The district currently has a 2-1 Chrome Book ratio with a goal of 1-1 at the conclusion of the 2016/17 school year.

C.K. Price provides supplementary support school for struggling students.

School Climate and Extracurricular Activities

CK Price is a PBIS - Positive Behavior Intervention and Support - school. We have a defined behavior expectation matrix with associate positive rewards and negative consequences that are outlined clearly for students, families and staff.

Current Student Council and club options provide activities that support and promote a positive and productive learning environment. Current clubs available include Leadership, Yearbook, 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	134
Grade 7	160
Grade 8	154
Total Enrollment	448

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	0.7
Hispanic or Latino	61.8
Native Hawaiian or Pacific Islander	0
White	32.4
Two or More Races	1.1
Socioeconomically Disadvantaged	77.7
English Learners	20.3
Students with Disabilities	12.7
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	22	21	
Without Full Credential	1	1	0	
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	1	0	
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.4	4.6
All Schools in District	96.7	3.3
High-Poverty Schools in District	96.7	3.3
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

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. 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.

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our 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 (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/05/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/05/2016				
Overall Rating	Exemplary	Good	Fair	Poor

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	21	28	27	31	44	48
Mathematics	9	9	14	13	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	137	131	95.6	29.0
	7	164	161	98.2	29.4
	8	158	149	94.3	25.5
Male	6	71	67	94.4	19.4
	7	77	75	97.4	25.7
	8	82	76	92.7	14.5
Female	6	66	64	97.0	39.1
	7	87	86	98.8	32.6
	8	76	73	96.0	37.0
Black or African American	6	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--
Hispanic or Latino	6	88	85	96.6	21.2
	7	98	96	98.0	20.8
	8	100	95	95.0	14.7
White	6	41	39	95.1	41.0
	7	54	53	98.2	46.1
	8	51	48	94.1	47.9
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	113	109	96.5	24.8
	7	121	119	98.3	23.7
	8	122	116	95.1	20.7
English Learners	6	21	19	90.5	
	7	25	25	100.0	
	8	27	26	96.3	
Students with Disabilities	6	18	17	94.4	5.9
	7	28	28	100.0	7.1
	8	14	13	92.9	7.7
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	138	132	95.7	13.1
	7	164	161	98.2	10.0
	8	158	149	94.3	5.4
Male	6	71	67	94.4	10.4
	7	77	75	97.4	13.5
	8	82	76	92.7	5.3
Female	6	67	65	97.0	15.9
	7	87	86	98.8	7.0
	8	76	73	96.0	5.5
Black or African American	6	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--
Hispanic or Latino	6	88	85	96.6	9.4
	7	98	96	98.0	6.3
	8	100	95	95.0	3.2
White	6	42	40	95.2	18.4
	7	54	53	98.2	17.3
	8	51	48	94.1	10.4
Two or More Races	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	114	110	96.5	11.1
	7	121	119	98.3	7.6
	8	122	116	95.1	4.3
English Learners	6	21	19	90.5	
	7	25	25	100.0	
	8	27	26	96.3	
Students with Disabilities	6	18	17	94.4	
	7	28	28	100.0	
	8	14	13	92.9	
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	31	41	36	39	44	36	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	158	149	94.3	35.6
Male	82	76	92.7	38.2
Female	76	73	96.1	32.9
Hispanic or Latino	100	95	95.0	26.3
White	51	48	94.1	54.2
Socioeconomically Disadvantaged	122	116	95.1	30.2
English Learners	27	26	96.3	3.9
Students with Disabilities	14	13	92.9	38.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	28	26.7	23.3

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 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. This system is called “Parent Portal”. When accessing the portal, users get live data while being able to access the teacher's grade book to see which assignments have been completed and their scores. Students also have an email address and can access the portal along with their parents.

Parents are encouraged to visit the school office any time and stay in touch with their students' teachers 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 as appropriate. They support the annual teacher appreciation celebration and help chaperon 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), our Parent Club and District 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.

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.

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	16.8	13.7	6.8	7.8	6.9	5.6	4.4	3.8	3.7
Expulsions	0.6	0.2	0.0	0.2	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

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 adopted every year by the Board in March.

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.

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.

Federal Intervention Program (School Year 2016-17)

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	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	19	15	7	2	19	11	8	1	19	11	8	1
Mathematics	21	9	7	1	22	6	9	2	22	6	9	2
Science	26	3	7	2	23	3	9	1	23	3	9	1
Social Science	26	2	7	2	26	2	8	1	26	2	8	1

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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.25	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8252	1741	6511	60896
District	N/A	N/A	8624	\$60,669
Percent Difference: School Site and District	N/A	N/A	-24.5	0.4
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	14.7	-9.6

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,208	\$42,063
Mid-Range Teacher Salary	\$57,315	\$64,823
Highest Teacher Salary	\$78,073	\$84,821
Average Principal Salary (Elementary)	\$83,292	\$101,849
Average Principal Salary (Middle)	\$87,106	\$107,678
Average Principal Salary (High)	\$97,849	\$115,589
Superintendent Salary	\$159,694	\$169,152
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

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 PLCs 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.

The District provides two optional Professional Development Days for all teachers outside of the instructional student days. This year's Professional Development offerings will focus on high quality instructional strategies, authentic literacy, instructional technology and increased student access to computer devices.

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..