

Paradise Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Paradise Elementary School
Street	588 Pearson Rd
City, State, Zip	Paradise, CA 95969
Phone Number	530-872-6415
Principal	Andrea Lawson
E-mail Address	alawson@pusdk12.org
Web Site	www.paradiseelem.pusdk12.org
Grades Served	K-5
CDS Code	04-61531-6003313

District Contact Information	
District Name	Paradise Elementary School
Phone Number	530-872-6400
Superintendent	Donna Colosky
E-mail Address	jrobbins@pusdk12.org
Web Site	www.pusdk12.org

School Description and Mission Statement (Most Recent Year)

Paradise Elementary School is a TK-5 traditional calendared school located in a rural, foothill community. We have a student enrollment of approximately 600 students. Our Kindergarten classrooms have a 25:1 student to teacher ratio, grades 1-3 have a 24:1 student to teacher ratio, and our grades 4-5 classrooms average 32 students per class.

The mission of Paradise Elementary School is to provide educational opportunities for all students, enabling them to reach their intellectual, social, physical and emotional potential in an ever-changing and challenging world. At Paradise Elementary School we believe all students have a right to learn in a safe, nurturing learning environment. To fulfill our mission, we have established high standards in both academic and behavioral areas and provide opportunities for all students to successfully meet these standards. Our school plan focuses on students achieving proficiency on the state content standards. Teachers teach while continuously reviewing student assessment results to ensure the success of all. This continuous evaluation of student achievement guides our instruction. In spring 2006, Paradise Elementary School was selected as a California Distinguished School. In spring 2008, our school was awarded the 2008 Governor's Challenge Competition for the North Coast Regional Schools. In spring 2009, our school was awarded a Title One Academic Achievement Award by the State Department of Education.

Our school environment promotes The "Three B's" (Be Safe, Be Respectful, and Be Responsible) among all individuals and focuses on the asset development of students. PES is an active PBIS (Positive Behavior Intervention and Support) school site. PBIS Leadership team members promote Tier I activities that reinforce these behavioral expectations and encourage students to take leadership roles in the school. Students are recognized and rewarded frequently for appropriate behavior and gracious manners along with their academic achievement.

PES offers a "blended services" student academic support program called "Team Success" recognized since 2000 by CalSTAT (California Services for Technical Assistance and Training) as an exemplary program for supporting all students. Team Success provides academic support for general education, special education and Title I students who demonstrate a need in any academic area.

We have been successful in reaching our goals through outstanding collaborative instruction on a daily basis. We understand the significance of appropriate social/emotional development of each child and strive to teach all students respect, responsibility and safety along with a joy for learning.

In addition to an excellent and experienced classroom teaching staff, we have a strong support staff dedicated to ensuring a successful school experience for all students. We are also very fortunate to have many parents participating in our classrooms, on our School Site Council and in our Parent Panther Club. Several organizations in the community are supporters of our school and its programs. It is the ongoing efforts and commitment of all involved that make our school a special place for children.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	96
Grade 1	102
Grade 2	88
Grade 3	111
Grade 4	84
Grade 5	83
Total Enrollment	564

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.1
Asian	0.2
Filipino	0.7
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0.4
White	73.9
Two or More Races	7.8
Socioeconomically Disadvantaged	64.4
English Learners	5
Students with Disabilities	7.8
Foster Youth	0.9

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	27	29	29	184
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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 2014-15)

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	100.0	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 2015-16)

Year and month in which data were collected: September, 2015

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. In this regard, our primary goal is to provide instruction and materials that are aligned to the California Content Standards. The district textbook review and approval process considers instructional materials that have been approved by the State Board of Education (SBE) for textbook adoption. Students have access to a wide variety of instructional materials including texts, workbooks, math and science equipment, reference resources, library and audiovisual materials. The school library and other technology resources provide students and staff with additional tools for learning and accessing information.

Annually the district surveys availability and adequacy of textbooks and science laboratory materials. Sufficient standards-aligned core textbooks are provided for each student on a one-to-one basis. Adequate materials support English language learners. District-adopted materials are consistent with state requirements. In addition various supplemental programs are utilized in classrooms and a number of intervention programs are used for academic support for struggling learners.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Legacy of Literacy, Houghton Mifflin, ©2003 Write Source Series, Great Source, ©2000	Yes	0%
Mathematics	Harcourt Mathematics, Harcourt, ©2008	Yes	0%
Science	Harcourt Science Program, Harcourt, ©2000 FOSS, Delta Pub, 2008	Yes	0%
History-Social Science	HM Social Studies, Houghton Mifflin, ©2006	Yes	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Paradise Elementary School was built in 1939, making it the oldest school in the Paradise Unified School District. Since that time it has been expanded with the addition of several wings and separate classrooms. Although our school is 70 years old, it has been exceptionally well maintained and is a very safe facility. A blend of the past, present and the future gives our school charm and purpose. The classrooms in our main building are all accessible by wide hallways, which provide areas for display of student work. Pride in our students' accomplishments is showcased and appreciated by everyone. The hallways channel the flow of students to allow for greetings and pleasantries between staff and students.

The grounds feature three separate play areas for kindergarten, primary students and upper grade students with developmentally appropriate playground equipment along with large grassy fields and blacktop areas. In 2013-14 the student population of 586 was housed in twenty classrooms with an additional four classrooms devoted to student Learning Labs for Team Success and three classrooms allocated to the Boys & Girls Club for an after-school program.

Classrooms have air conditioning and have been modernized. The restrooms are conveniently located throughout the school and have been modernized as well. A music room is also available for upper grade student lessons. We have internet access in all wings of the school and it is accessed appropriately at each grade level. The school boasts a beautiful library facility and a separate computer lab that is available for full-class usage. Our cafeteria serves as a multipurpose room complete with a charming stage for frequent student performances and award ceremonies. Students also have the opportunity to eat and socialize in a lovely outdoor courtyard.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: February 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Facility is in good working order, all site filters changed monthly.
Interior: Interior Surfaces	X			Repairs are made continuously and painting; also new carpet installed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			District wide IPM plan for pest control.
Electrical: Electrical	X			Exit and emergency lighting checked regularly.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Some ongoing repairs to restroom and fountains by Custodial.
Safety: Fire Safety, Hazardous Materials	X			All combustible materials are in fire cabinets; fire extinguisher checked monthly.
Structural: Structural Damage, Roofs	X			Some new roofing, some repairs to dry rot to be repaired by Maintenance Dept.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Ongoing repairs by Custodial and Maintenance.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: February 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	34	35	44
Mathematics	20	23	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	118	115	97.5	26	34	19	20
	4	83	81	97.6	48	15	17	20
	5	83	81	97.6	49	28	17	5
Male	3		59	50.0	37	22	22	17
	4		50	60.2	54	14	20	12
	5		32	38.6	72	16	3	9
Female	3		56	47.5	14	46	16	23
	4		31	37.3	39	16	13	32
	5		49	59.0	35	37	27	2
Black or African American	3		1	0.8	--	--	--	--
American Indian or Alaska Native	3		1	0.8	--	--	--	--
	5		1	1.2	--	--	--	--
Asian	3		1	0.8	--	--	--	--
Filipino	3		1	0.8	--	--	--	--
	5		1	1.2	--	--	--	--
Hispanic or Latino	3		18	15.3	22	39	28	11
	4		9	10.8	--	--	--	--
	5		11	13.3	91	9	0	0
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
White	3		79	66.9	27	34	16	23
	4		67	80.7	42	16	18	24

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		62	74.7	40	31	23	6
Two or More Races	3		14	11.9	29	36	14	21
	4		4	4.8	--	--	--	--
	5		6	7.2	--	--	--	--
Socioeconomically Disadvantaged	3		76	64.4	29	36	18	16
	4		51	61.4	57	16	14	14
	5		53	63.9	58	28	11	2
English Learners	3		6	5.1	--	--	--	--
	4		2	2.4	--	--	--	--
	5		4	4.8	--	--	--	--
Students with Disabilities	3		9	7.6	--	--	--	--
	4		12	14.5	100	0	0	0
	5		8	9.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	118	114	96.6	35	36	24	5
	4	83	81	97.6	44	35	15	6
	5	83	82	98.8	68	24	5	2
Male	3		58	49.2	41	31	26	2
	4		50	60.2	46	36	12	6
	5		33	39.8	70	21	6	3
Female	3		56	47.5	29	41	21	9
	4		31	37.3	42	32	19	6
	5		49	59.0	67	27	4	2
Black or African American	3		1	0.8	--	--	--	--
American Indian or Alaska Native	3		1	0.8	--	--	--	--
	5		1	1.2	--	--	--	--
Asian	3		1	0.8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	5		1	1.2	--	--	--	--
Hispanic or Latino	3		18	15.3	22	44	28	6
	4		9	10.8	--	--	--	--
	5		12	14.5	92	8	0	0
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
White	3		79	66.9	41	29	25	5
	4		67	80.7	39	37	16	7
	5		62	74.7	63	27	6	3
Two or More Races	3		14	11.9	29	50	14	7
	4		4	4.8	--	--	--	--
	5		6	7.2	--	--	--	--
Socioeconomically Disadvantaged	3		75	63.6	37	35	24	4
	4		51	61.4	51	31	14	4
	5		54	65.1	78	20	2	0
English Learners	3		6	5.1	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	6.0	--	--	--	--
Students with Disabilities	3		9	7.6	--	--	--	--
	4		12	14.5	100	0	0	0
	5		8	9.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	46	41	33	60	58	57	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	33
Male	30
Female	36
American Indian or Alaska Native	--
Hispanic or Latino	16
White	40
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	18
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.50	27.70	19.30

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 (Most Recent Year)

Recognizing that parent involvement is the key to academic achievement, we seek to involve parents in an effective home-school partnership that will provide the best possible education for our students. At Paradise Elementary School, our teachers and staff work in close partnership with parents to support the total development of students. We encourage and welcome a strong on-going connection between home and school. Parents have the opportunity to be involved in their child's classroom on a weekly or even daily basis and also to participate with special classroom activities and field trips.

At the school site level, parents can be involved with School Site Council as a parent representative. This team meets on monthly throughout the year and makes school-wide decisions in reviewing the annual school plan and approving the school budget expenditures. The School Site Council is composed of an equal number of parents and school staff members.

Paradise Elementary also has a parent support organization, the Parent Teacher Organization (PTO), which is open to all parents/guardians. The PTO sponsors family oriented events throughout the year and supports our school through fund raising activities. Our PTO makes many wonderful contributions to our school, supports student activities and has established an extremely positive working relationship with all staff. Additional opportunities for parent involvement include:

- Back to School Night, held at the beginning of each school year to orient and familiarize parents with the school and its programs.
- Parents are encouraged to serve as volunteers and tutors.

- Parent conferences are encouraged and held whenever needed.
- Parents are encouraged to visit their child’s classroom whenever possible.
- Parents are asked to evaluate our program’s effectiveness in the spring of each year.
- Parent newsletters are sent monthly providing ideas that parents can do at home.
- A Parent Teacher Organization (PTO) conducts monthly meetings to encourage and provide interaction/support between home and school.
- A school website is available for parents to stay informed of school happenings.

Please contact our school office for information on parent participation. The School Site Council President and the Panther Club President can provide additional information on parent participation opportunities.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.24	6.65	6.27	9.40	8.88	9.41	5.07	4.36	3.80
Expulsions	0.00	0.15	0.00	0.65	0.41	0.45	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Paradise Elementary School is committed to the safety and security of each student. A well-developed school safety plan is in place and is updated and approved by the PUSD school board on an annual basis. This plan includes, but is not limited to, such items as school-wide discipline, safe ingress and egress, dangerous pupils procedures and disaster preparation practices and training (SIMS/NIMS) for all staff members. Safety drills are a regular part of the school plan. Teachers and students learn and practice safe responses to different drill situations so they will be well prepared in the event of a true emergency.

At Paradise Elementary School we have three school-wide rules known as The "Three B's": Be Safe, Be Responsible, and Be Respectful. These standards are supported, modeled and taught by all adults in the school on a weekly basis. Monday Morning Announcements from the principal introduce the weekly behavior focus to all students and staff. The principal introduces the focus areas for the week and teaches expected behavior in those areas. Classroom lessons are taught by teachers, and aides and supervisors also reinforce lessons and expectations. We embrace the concepts of the PBIS (Positive Behavior Intervention Support), which promotes the idea of targeted positive behavior reinforcement with clear perimeters regarding schoolwide social and safety behavior.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		4		25		5		24		4	
1	28		4		28		3		23		4	
2	22	1	3		26		4		20	1	4	
3	29		3		22	1	3		22		5	
4	31		3		32		3		28		3	
5	32		3		30		3		28		3	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	0	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,197	\$3,212	\$4,985	\$63,221
District	N/A	N/A	\$5,023	\$61,262
Percent Difference: School Site and District	N/A	N/A	-0.8	3.2
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-6.8	-3.1

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

Types of Services Funded (Fiscal Year 2014-15)

The school provides curriculum-based instruction in all core subjects. It also offers special education services. Additional support is provided for English language learners and for students struggling with core subjects. LCAP funding supports additional aide time in the classroom and supports educational technology. Students also receive additional support through the Blended Services Model. With this model students are assessed, needs are identified, and students receive intervention based on their needs.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,370	\$40,379
Mid-Range Teacher Salary	\$53,200	\$62,323
Highest Teacher Salary	\$79,000	\$81,127
Average Principal Salary (Elementary)	\$84,835	\$99,192
Average Principal Salary (Middle)	\$94,135	\$91,287
Average Principal Salary (High)	\$100,397	\$112,088
Superintendent Salary	\$165,000	\$159,821
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	5%	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)

Professional development opportunities were available through Paradise Unified School District, Butte County Office of Education and other providers. Content consisted of a variety of subject matter including English language arts, math, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education. Teachers attended workshops focused on the implementation of the California Common Core Standards in the areas of English Language Arts and Mathematics. Teachers are supported through informal and formal classroom observations and follow-up coaching by the school principal and in weekly Professional Learning Community meetings.