

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School Information	
School Name	Paradise Elementary School
Street	588 Pearson Road
City, State, Zip	Paradise, CA 95969
Phone Number	530.872.6415
Principal	Michelle John
E-mail Address	mjohn@pusdk12.org
District Information	
District Name	Paradise Unified School District
Phone Number	530.872.6400
Web Site	www.pusdk12.org
Superintendent	Steve Jennings
E-mail Address	cjohnson@pusdk12.org

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Our mission at Paradise Elementary School is to provide educational opportunities for all students, enabling them to reach their intellectual, social, physical and emotional potential in our ever-changing and challenging world. To reach this goal, we have established high standards for academic accomplishments and student behavior. In Spring 2006, Paradise Elementary School received the honor of being selected as a California Distinguished School. We have been successful in reaching our goals through outstanding 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.

Paradise Elementary School is a K-6 traditional schedule school located in a rural, foothill community. We have a student enrollment of approximately 700 students. Our K-3 classrooms have a 20 to 1 student to teacher ratio while our grade 4-6 classrooms average 30 students per class. Besides 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 very fortunate to have many parents participating in our classrooms, on our school Leadership Team and in our parent organization. Many 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.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

At Paradise Elementary School, our teachers and staff work in close partnership with parents to support the total development of our 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. Teachers identify a "Room Parent" who assists with organizing classroom activities and communicating with other parents in the class.

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

Paradise Elementary also has a parent support organization, the Panther Club, which is open to all parents/guardians. The Panther Club sponsors family oriented events throughout the year and supports our school through fund raising activities. The Panther Club makes many wonderful contributions to our school, supports student activities and has established an extremely positive working relationship with all staff.

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

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	102	Grade 8	0
Grade 1	103	Grade 9	0
Grade 2	104	Grade 10	0
Grade 3	90	Grade 11	0
Grade 4	132	Grade 12	0
Grade 5	100	Ungraded Elementary	0
Grade 6	141	Ungraded Secondary	0
Grade 7	0	Total Enrollment	772

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.3	White (not Hispanic)	86.9
American Indian or Alaska Native	0.8	Multiple or No Response	1.8
Asian	0.5	Socioeconomically Disadvantaged	44.0
Filipino	0.5	English Learners	1.0
Hispanic or Latino	9.1	Students with Disabilities	9.0
Pacific Islander	0.1	---	---

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

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-2004				2004-2005				2005-2006			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	19.8	6			18.4	7			21.8	2	4	
<b>1</b>	19.2	5			20.0	5			20.6	2	3	
<b>2</b>	20.0	7			18.5	6			19.3	6		
<b>3</b>	19.0	6			19.4	8			18.4	5		
<b>4</b>	30.0		3		27.5		4		29.0		4	
<b>5</b>	30.0		4		27.0	1	3		28.3		3	
<b>6</b>	29.0		5		27.8		5		27.6		5	
<b>K-3</b>									17.0	2		
<b>3-4</b>												
<b>4-8</b>	25.0		1						28.0		1	
<b>Other</b>												

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

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. 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.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Paradise Elementary School is a "BEST" (Building Effective Schools Together) school. We have three school wide behavior expectations of "Respect, Responsibility and Safety" (RRS). Our staff actively promotes positive behavior and has defined expected behavior in common areas of the school and in individual classrooms. These behavior expectations are specifically taught and reviewed on a consistent schoolwide schedule. Student behavior is monitored with data and staff is proactive in promoting positive behavior and addressing inappropriate behavior.

A "RRS" team of active staff members has developed numerous awards and recognition opportunities for positive behavior. Students receive individual recognition in a variety of ways and entire classes of students are also honored. The team actively seeks opportunities to acknowledge student behavior that demonstrates one of the three behavior expectations. As a school, we are seeking to increase the participation of our students in school activities and promote their pride in ownership of our school. All staff members are actively involved in teaching and celebrating respect, responsibility and safety.

Paradise Elementary School was awarded a Caring School Grant, which provided materials and training for teachers and staff members. This grant has helped develop relationships and activities between "buddy" classrooms (older students paired with younger students). Teachers have learned the value and format of class meetings and utilize these on a regular basis. Activities to involve parents with their child were also used.

Each classroom has a sequenced discipline plan that is based on the BEST process and behavior expectations. Teachers work collaboratively to develop the discipline plans. Expected behaviors are consistently taught and reviewed by the classroom teacher and shared with the parents.

Paradise Elementary also has a team of intervention specialists known as Team Success who provide both academic support and behavior support. The team is composed of Special Education and Title 1 teachers along with paraprofessionals. Paradise Elementary provides a variety of support services for students including: a school psychologist, a student behavior support aide, counselors, speech and language specialists, a health clerk and a school nurse. Our extensive support staff allows us to support students who have a variety of needs.

## Suspensions and Expulsions

This table displays the number of suspension and expulsion incidents at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
<b>Suspensions</b>	69	49	37	137	112	154
<b>Expulsions</b>	0	2	0	1	5	0

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Paradise Elementary School was built in 1939, making it the oldest school in Paradise Unified School District. Since that time it has been expanded with the addition of several wings and separate classrooms. Although our school is over 60 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 2005/2006, the student population of 772 was housed in 30 classrooms with an additional 3 classrooms devoted to student Learning Labs for Team Success. Classrooms have air conditioning and have been modernized. The restrooms are conveniently located through out the school and have also been modernized. A music room is also available for upper grade student lessons along with both band and chorus. 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 multi-purpose 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

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair	Repair Needed and Action Taken or Planned
<b>Gas Leaks</b>	[X]	
<b>Mechanical Systems</b>	[X]	An upgraded energy management system is in use.
<b>Windows/Doors/Gates (interior and exterior)</b>	[X]	
<b>Interior Surfaces (walls, floors, and ceilings)</b>	[X]	
<b>Hazardous Materials (interior and exterior)</b>	[X]	A three-year asbestos reinspection has been completed.
<b>Structural Damage</b>	[X]	
<b>Fire Safety</b>	[X]	The lighting contractor disabled the emergency lights in all corridors; this condition will be remedied.
<b>Electrical (interior and exterior)</b>	[X]	The north electrical outlet has no cover plate; Rooms 21, 41 and 42 are in violation of Section 8506.1 and 8506.3. These conditions will be corrected.  The lighting for the entire site was recently upgraded and retrofitted.
<b>Pest/Vermin Infestation</b>	[X]	
<b>Drinking Fountains (inside and outside)</b>	[X]	
<b>Restrooms</b>	[X]	
<b>Sewer</b>	[X]	
<b>Playground/School Grounds</b>	[X]	
<b>Other</b>	[X]	

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-2004	2004-2005	2005-2006	2005-2006
<b>With Full Credential</b>	45	47	43	280
<b>Without Full Credential</b>	1	1	1	7
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
<b>Misassignments of Teachers of English Learners</b>	---	0	0
<b>Total Teacher Misassignments</b>	---	0	0
<b>Vacant Teacher Positions</b>	---	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	97.8	2.2
<b>All Schools in District</b>	93.0	7.0
<b>High-Poverty Schools in District</b>	0.0	0.0
<b>Low-Poverty Schools in District</b>	91.0	9.0

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Our district works diligently to provide qualified substitutes in the event a teacher should be absent. Teacher qualifications are a priority. Occasionally no one is available from the substitute pool and a teacher or administrator from the school must fill in. There are currently 85 teachers in our substitute pool with full or emergency credentials. This number has decreased from 114 in the past year; however, student population has also decreased. Recruitment for qualified substitutes is ongoing.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The district's evaluation program for all teaching staff meets Education Code requirements and focuses on the identification of sound teaching that aligns with the California Teaching Standards. Emphasis is placed on the support and development of new teachers and continuing professional growth for veteran teachers. All probationary and temporary teachers are evaluated yearly and permanent teachers every third year. Teachers set improvement goals for the year they are evaluated and professional growth goals between evaluations. Probationary teachers receive formal observations while permanent staff have a menu of evaluative experiences to choose from. Teachers who are identified as needing improvement are placed on "Professional Improvement Status" with documentation of progress and recommendations for future status. Individuals continuing to need improvement are placed on "Intensive Assistance Status" and then "Conditional Intensive Assistance Status." The final result of unsatisfactory performance could be termination. The results of teacher evaluation are confidential between the individual teacher and district.

Each teacher is required to participate in 21 hours of staff development every year. Opportunities are provided by the district after school and during the summer. During the past three years two total work days have been set aside for staff development. Some schools have utilized early release days for students to provide staff development for teachers at those sites.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		--
Library Media Services Staff (paraprofessional)		--
Psychologist	.2	--
Social Worker		--
Nurse	.5	--
Speech/Language/Hearing Specialist	.8	--
Resource Specialist (non-teaching)		--
Other		--

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. 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 current and consistent with state adoption and curriculum framework cycles. Supplemental materials approved by the Board of Trustees include Write Source K-8 (Great Source Publishing) and Math Steps K-6 (Houghton Mifflin). In addition varied supplemental programs are utilized in classrooms and several intervention programs are used for academic support for struggling learners.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Legacy of Literacy, Houghton Mifflin, ©2003	0%
Mathematics	Progress in Mathematics, Sadlier-Oxford, ©2000	0%
Science	Harcourt Science Program, ©2000 (grades K-5) Prentice Hall Science Explorer, ©2001 (grade 6)	0%
History-Social Science	Houghton Mifflin Social Studies, ©1999	0%
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$50,435
Percent Difference – School Site and District	---	---		
State	---	---	\$4,743	\$54,823
Percent Difference – School Site and State	---	---		

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,340	\$36,796
Mid-Range Teacher Salary	\$44,869	\$54,062
Highest Teacher Salary	\$68,680	\$68,679
Average Principal Salary (Elementary)	\$76,518	\$83,916
Average Principal Salary (Middle)	\$73,798	\$86,752
Average Principal Salary (High)	\$82,112	\$92,915
Superintendent Salary	\$96,217	\$121,387
Percent of Budget for Teacher Salaries	39.7	40.2
Percent of Budget for Administrative Salaries	4.6	5.8

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	40	49	50	44	46	47	36	40	42
Mathematics	38	49	51	32	37	39	34	38	40
Science	29	37	42	41	35	42	25	27	35
History-Social Science				34	33	33	29	32	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*	*	
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	38	40	*	
Pacific Islander				
White (not Hispanic)	50	51	45	
Male	49	53	42	
Female	50	47	43	
Economically Disadvantaged	39	42	30	
English Learners	*	*	*	
Students with Disabilities	11	9	*	
Students Receiving Migrant Education Services				

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	48	47	59	53	52	55	43	41	42
Mathematics	52	57	61	53	53	57	51	52	53

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	61	62
Male	56	64
Female	63	58
Economically Disadvantaged	52	60
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	25.2

## IX. Accountability

### Academic Performance Index

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

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2003-2004	2004-2005	2005-2006
Statewide	6	6	7
Similar Schools	3	2	3

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		API Score	
	2003-04	2004-05	2005-06	2006
All Students at the School	-2	35	8	787
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-2	36	10	791
Socioeconomically Disadvantaged	-1	32	3	740
English Learners	--	--		
Students with Disabilities	--	--		

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

---

During 2005/2006 Paradise Elementary School was recognized as a "Distinguished School" and as a "Title I Achieving School."

No schools in the district were under sanctions or in state intervention programs.

## Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	Yes	No
<b>Participation Rate - English-Language Arts</b>	Yes	No
<b>Participation Rate - Mathematics</b>	Yes	No
<b>Percent Proficient - English-Language Arts</b>	Yes	No
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	Yes

## Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	---	0
<b>Percent of Schools Currently in Program Improvement</b>	---	0.0

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Paradise Elementary School received the California Distinguished School award in Spring, 2006. Our instructional program focuses on the California State Content Standards with an emphasis on English Language Arts and Math (Single Plan for Student Achievement). Classroom teachers coordinate instruction with grade level peers by developing a scope and sequence for core subject areas along with developing formative assessments to help guide instruction. This instruction is supported by the academic intervention team, Team Success, to ensure the success of all students.

Along with a strong academic program, Paradise Elementary School promotes the visual and performing arts through music, classroom play performances and extensive art projects that are interwoven throughout the curriculum. Student art work is prominently displayed around the school.

One of the primary strengths of Paradise Elementary School is the outstanding certificated and classified individuals who teach our students. All staff members in our school take their responsibilities seriously and realize the importance of working as a team. Teachers and instructional aides commit themselves to providing quality instruction on a daily basis for all students. Supervision aides monitor student behavior and provide assurance of a safe educational environment. Parents, administrators, office staff and custodial staff willingly support students, teachers and aides. Staff and parents form a strong partnership that is focused on the main purpose of school, preparing our children for the future. We emphasize our school behavioral expectations of respect, responsibility and safety and strive to create a school climate where all students enjoy learning and feel a part of the school.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

---

In 2005/2006 the district provided a staff development program for teachers and staff through workshops offered in summer sessions, after school and on minimum days. Staff development activities were both site-based to meet school needs and district-sponsored. Teachers attended a minimum of twenty-one hours of training on standards-based instruction and strategies to improve student achievement and the core content areas that include mathematics, English language arts, science, social studies and technology. Teachers were supported in implementation of new instructional strategies through collaboration and coaching by teacher leaders and administrators at the district and site levels. Teachers were offered the opportunity to participate in AB 466 Reading/Language Arts or Mathematics to learn how to effectively use adopted programs

Administrators participated in ongoing staff development in developing effective leadership through reading educational articles/research and monthly meetings. Several administrators participated in AB 75 Administrative Leadership Training.

## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
<b>K</b>	36,000	36,000
<b>1</b>	50,539	50,400
<b>2</b>	50,539	50,400
<b>3</b>	50,539	50,400
<b>4</b>	54,119	54,000
<b>5</b>	54,119	54,000
<b>6</b>	54,119	54,000

## Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

---

Paradise Elementary scheduled one minimum day during the 2005/2006 school year on the last day of school to allow teachers time to have closure for the school year as well as prepare for summer school.

It is our belief that necessary meetings should be scheduled after the students' school day. Many staff development opportunities through "Learning Teams" were provided after the regular school day for professional growth and collaboration. All teachers participate in on-going professional development opportunities.