

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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

I. Data and Access

DataQuest

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Paradise Elementary School	District Name	Paradise Unified School District
Street	588 Pearson Road	Phone Number	530.872.6400
City, State, Zip	Paradise, CA 95969	Web Site	www.pusdk12.org
Phone Number	530.872.6415	Superintendent	Roger Bylund
Principal	Michelle John	E-mail Address	cjohnson@pusdk12.org
E-mail Address	mjohn@pusdk12.org	CDS Code	04-61531-6003313

School Description and Mission Statement (School Year 2009-10)

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

Paradise Elementary School is a K-5 traditional calendared school located in a rural, foothill community. We have a student enrollment of approximately 600 students. Our K-1 classrooms have a 20:1 student to teacher ratio, grades 2-3 have a 25:1 student to teacher ratio, and our 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 "Respect, Responsibility and Safety" (RRS) among all individuals and focuses on the asset development of students. PES is an active BEST (Building Effective Schools Together) school site. BEST/RRS team members promote 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 Cal STAT 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.

Opportunities for Parental Involvement (School Year 2009-10)

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

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. 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 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 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.
- Family Reading Night offers parents a chance to read with their children.
- A summer reading program allows parents to record books read by their children over the summer break and provides reading incentives and recognition.
- Our Academic Coach surveys parents and provides workshops of interest/need throughout the year.
- 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.

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	97
Grade 1	90
Grade 2	91
Grade 3	117
Grade 4	105
Grade 5	95
Grade 6	0
Total Enrollment	595

Student Enrollment by Group (School Year 2009-10)

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
Black or African American		White	76
American Indian or Alaska Native	0	Two or More Races	
Asian	0.5	Socioeconomically Disadvantaged	61
Filipino	0	English Learners	3
Hispanic or Latino	15	Students with Disabilities	8
Native Hawaiian/Pacific Islander	0.34		

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	2007-08				2008-09				2009-10			
	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+
K	21.0	0	5	0	18.5	6	0	0	18.5	6	0	0
1	22.2	2	4	0	19.4	5	0	0	19.4	5	0	0
2	21.0	0	7	0	20.0	4	1	0	20.0	4	1	0
3	20.6	2	3	0	20.0	4	1	0	20.0	4	1	0
4	31.3	0	3	0	32.0	0	3	0	32.0	0	3	0
5	32.0	0	2	0	32.0	0	3	0	32.0	0	3	0
6	30.0	0	2	0	0.0	0	0	0	0.0	0	0	0
K-3	21.0	0	2	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	30.0	0	1	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

III. School Climate

School Safety Plan (School Year 2009-10)

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

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: Be Safe, Be Responsible, and Be Respectful. These standards are supported, modeled and taught by all adults in the school on a weekly basis. We embrace the concepts of the BEST (Building Effective Schools Together) program, which promotes the idea of targeted positive behavior reinforcement with clear perimeters regarding schoolwide social and safety behavior.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	5.7	3.8	5.4	16.3	23.3	21.2
Expulsions	0.0	0.0	0.0	1.0	0.9	0.8

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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

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 2009/2010 the student population of 600 was housed in twenty-eight 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 (School Year 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	<ul style="list-style-type: none"> No gas leaks were detected at the time of inspection. 85% of all HVAC systems are on automated controls. Filters are changed regularly and maintenance is continuous. The site has a standard septic system that is evaluated as required by the Town of Paradise.
Interior: Interior Surfaces	[]	[X]	[]	[]	<ul style="list-style-type: none"> Wall surfaces are painted and repairs made continuously.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	<ul style="list-style-type: none"> The school was built in the 1930's; considering it's age, the site is in good repair and maintained in a clean condition. No pest/vermin infestation was observed.
Electrical: Electrical	[]	[X]	[]	[]	<ul style="list-style-type: none"> Exit and emergency lighting is checked regularly and noted monthly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	<ul style="list-style-type: none"> Restrooms are in good order, well stocked and clean.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	<ul style="list-style-type: none"> Fire extinguishers are serviced annually and checked monthly. Chemical cleaners are stored out of reach of children. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	<ul style="list-style-type: none"> No structural damage was observed. The roofs are in good condition and maintenance is continuous.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	<ul style="list-style-type: none"> Grounds and equipment are checked and recorded monthly. Repairs are completed by site staff. Minor adjustments on all window/door/gate/ fence hardware is done by site staff.
Overall Rating	[]	[X]	[]	[]	<ul style="list-style-type: none"> Paradise Elementary School is well maintained and clean. The principal and staff exhibit great pride in their school.

V. 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	35	31	31	229
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence	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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	94.8	5.2
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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. 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	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Legacy of Literacy, Houghton Mifflin, ©2003 Write Source Series, Great Source, ©2000 Reading and Language Arts Program, McDougal-Littell, ©2002	0	Yes
Mathematics	Harcourt Mathematics, Harcourt, ©2009	0	Yes
Science	Harcourt Science Program, Harcourt, ©2000	0	Yes
History-Social Science	HM Social Studies, houghton Mifflin, ©2006	0	Yes
Foreign Language			Yes
Health			Yes
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	0	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <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	\$7,775	\$2,892	\$4,883	\$65,251
District	---	---	\$5,071	\$57,999
Percent Difference: School Site and District	---	---	2	18
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	5	5

Types of Services Funded (Fiscal Year 2009-10)

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

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 those students struggling with core subjects. Categorical funding supports additional aide time in the classroom and supports educational technology.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,340	\$38,970
Mid-Range Teacher Salary	\$50,504	\$59,776
Highest Teacher Salary	\$75,335	\$78,072
Average Principal Salary (Elementary)	\$71,356	\$94,605
Average Principal Salary (Middle)	\$76,118	\$98,480
Average Principal Salary (High)	\$78,435	\$106,266
Superintendent Salary	\$155,500	\$144,721
Percent of Budget for Teacher Salaries	37.3	38.8
Percent of Budget for Administrative Salaries	4.7	6.0

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	48	52	52	47	50	50	46	50	52
Mathematics	52	55	55	39	42	42	43	46	48
Science	55	55	55	51	53	53	46	50	54
History-Social Science	0	0	0	35	38	38	36	41	44

Standardized Testing and Reporting 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
All Students in the LEA				
All Student at the School				
Male	50	56	57	
Female	55	55	52	
Black or African American				
American Indian or Alaska Native				
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	33	55	*	
Native Hawaiian/Pacific Islander	*	*	*	
White	56	57	60	
Two or More Races	43	36	*	
Socioeconomically Disadvantaged	40	49	42	
English Learners	23	46	*	
Students with Disabilities	19	19	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	34.4	24.7	16.1

X. 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 Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	5	5	6
Similar Schools	1	2	3

Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	25	35	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	29	30	-9
Two or More Races			
Socioeconomically Disadvantaged	38	37	-26
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	791	749	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino		737	715
Native Hawaiian/Pacific Islander			753
White	806	753	838
Two or More Races		741	808
Socioeconomically Disadvantaged	750	706	712
English Learners			692
Students with Disabilities		526	580

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 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	16.7

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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.