

# 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	
<b>School Name</b>	Paradise Intermediate School	<b>District Name</b>	Paradise Unified School District
<b>Street</b>	5657 Recreation Drive	<b>Phone Number</b>	530.872.6400
<b>City, State, Zip</b>	Paradise, CA 95969	<b>Web Site</b>	www.pusdk12.org
<b>Phone Number</b>	530.872.6465	<b>Superintendent</b>	Roger Bylund
<b>Principal</b>	Reiner Light	<b>E-mail Address</b>	cjohnson@pusdk12.org
<b>E-mail Address</b>	rlight@pusdk12.org	<b>CDS Code</b>	04-61531-6003321

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

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

The staff and teachers at Paradise Intermediate School recognize that our students have unique academic, social and emotional needs. We know that our greatest challenge is to provide an opportunity for all students to learn a curriculum that is based on rigorous standards that are delivered in a creative and engaging environment that helps our students experience success, our greatest motivator. We value balance of academic achievement with character development, helping our students understand their place in a democratic society as intelligent, creative and responsible citizens who need to perform in a very complex world. We review our progress through a system of guidelines and state and school benchmarks and assessments that measure student achievement. We celebrate our successes and we continually redirect our energies to make improvements to positively impact student learning. We continue to develop our strategies for intervention and remediation with before- and after-school assistance, specialized reading and math programs and an array of support services meant to provide a safety net for students at risk.

It is our vision to build a collaborative culture with teachers, parents and students focused on improving and measuring student learning to provide students with the knowledge and skills to succeed in high school and beyond.

This is a dynamic, student-centered school. We are proud of our accomplishments, and we are excited as we continue to guide our students through the most critical period of their development. We welcome your questions and comments. Please do not hesitate to contact the office for further information about any aspect of Paradise Intermediate School.

## Opportunities for Parental Involvement (School Year 2009-10)

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

We recognize that parent involvement is a key to student success, and our school site council provides parents in our community an opportunity to work together with the school and the district in the development of board-approved goals and objectives each year. Parents may serve up to three years, participating in monthly meetings, monitoring and allocating funds for school activities and serving as liaisons to the community and other parents. Through our monthly meetings, parents participate in the governance of the school, budget decisions, policy and other shared governance responsibilities.

Paradise Intermediate also has a parent organization called the Community Enhancement Organization or CEO. Parents may contribute to fund raising activities, school-family activities, or campus improvement projects. The CEO is connected to a pool of community members willing to support the school by making material or financial donations. To contact the CEO, parents and community members can visit the Paradise Intermediate School's website and click on the email link or contact the school directly.

Parents have opportunities to be involved in volunteer programs to support the classroom. Parents help plan awards banquets, promotion ceremonies, and the promotion dance. Parents and community members are also responsible for organizing and conducting our club sports programs. Because of their support, students are able to participate in after-school sports programs. Our student activities and our student council provide additional avenues for parents to become involved in extracurricular activities. For more information about these activities please contact the school office.

We encourage parents and guardians to be as involved with their child's education as time allows.

## 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
Grade 6	162
Grade 7	143
Grade 8	223
Total Enrollment	528

### 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	1	White	84
American Indian or Alaska Native	2	Two or More Races	
Asian	1.14	Socioeconomically Disadvantaged	58
Filipino	1	English Learners	1
Hispanic or Latino	7	Students with Disabilities	15
Native Hawaiian/Pacific Islander			

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

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

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.6	0	12	1	26.4	2	13	1	26.4	2	13	1
Mathematics	29.4	0	11	1	22.2	8	10	1	22.2	8	10	1
Science	29.4	0	13	1	29.1	0	11	3	29.1	0	11	3
Social Science	29.3	0	13	0	29.3	0	10	4	29.3	0	10	4

## III. School Climate

### School Safety Plan (School Year 2009-10)

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

One of our most important educational tasks is to ensure a safe and comfortable place where students are able to learn. The development of our school safety plan supports this notion with specific strategies for creating a safe environment. A well-developed school safety plan is in place and is updated and approved by the school board annually. Our plan includes procedures to address disasters, dangerous pupils or persons, child abuse reporting, sexual harassment, dress code, safe ingress and egress, safe and orderly learning environment, rules of conduct and school discipline guidelines, and suspension and expulsion procedures.

Promoting positive and appropriate student behavior plays a strong role in our plan. A clearly defined and consistently enforced set of behavior standards is in place for our students and printed clearly in the school planner which is given to every student at the beginning of the year. The school administrators share behavior expectations, problem solving strategies, and recognition procedures for behavior contributing to a positive school climate. Students receive recognition for being safe, respectful and responsible. A recognition system is in place to recognize student efforts to stop bullying as well. Celebration assemblies are conducted to share and acknowledge student contributions towards a positive school culture at Paradise Intermediate School.

### 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	38.3	58.5	38.1	16.3	23.3	21.2
Expulsions	1.4	2.2	1.1	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 Intermediate School was built in 1962. The age of the facility obviously impacts the effort needed to maintain a clean and safe environment for our students. Our staff members, especially our custodial staff and our maintenance department, deserve commendations on their ability to create a safe, comfortable learning environment for our staff and students.

Our grounds, buildings and restrooms are cleaned constantly throughout the day by our full-time day custodian. If there is a need for special attention to one of these areas, our head custodian is notified and responds immediately. Our night custodian begins his day after our school day has ended, and he is able to prepare our campus for our next school day.

Recently we have added a large gymnasium to our school site which has become a source of pride for our school and our community. This facility is used by our students, Paradise High School students, the parks and recreation department and other community organizations every week. With the completion of this project in 2004, we have been able to fill a community-wide need for recreational facilities. This has been an opportunity to serve the children of our community, and we are happy to help.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>No gas leaks were detected.</li> <li>90% of all HVAC systems are on automated controls. Filters are changed regularly and maintenance is continuous.</li> <li>The site has one standard septic system that is evaluated as required by the Town of Paradise.</li> </ul>
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>Wall surfaces and classrooms are painted and repairs done continuously.</li> </ul>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>The site is in good repair and maintained in a clean condition.</li> <li>No pest/vermin infestation was observed.</li> </ul>
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>Exit and emergency lighting is checked regularly and noted monthly.</li> </ul>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>Restrooms are in good order; they are as clean and well stocked as possible.</li> <li>Drinking fountains receive regular maintenance and daily cleaning.</li> </ul>
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>Fire extinguishers are serviced annually and checked monthly.</li> <li>Chemical cleaners are stored out of reach of children. Material Safety Data Sheets (MSDS) are on site and updated regularly.</li> </ul>
<b>Structural:</b> Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	<ul style="list-style-type: none"> <li>The facility shows no signs of structural damage.</li> <li>The roofs are in good condition and maintenance is continuous.</li> </ul>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>Grounds and equipment are checked and recorded monthly. Repairs are completed by site staff as needed.</li> <li>Minor adjustments on all window/door/gate/ fence hardware is done by the district's maintenance department and site staff.</li> </ul>

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Overall Rating	[ ]	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>Paradise Intermediate School is in good condition and fairly clean, considering the tough financial situation the district finds itself in. The principal is always trying to develop new ideas and better ways to maintain the site.</li> </ul>

## 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	23	27	27	229
Without Full Credential	1	2	2	8
Teaching Outside Subject Area of Competence	6	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	94.9	5.1
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	1	597
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
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.

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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	Reading and Language Arts Program, McDougal Littell, ©2002 (7/8th grade) Reading, Houghton Mifflin, ©2003 (6th grade)	0	Yes
Mathematics	Holt Mathematics, Algebra 1, Holt, ©2009 (8th grade) Holt Course 2, Pre-Algebra, Holt, © 2008 (7th grade) Holt Mathematics Course 1, Holt © 2008 (6TH GRADE)	0	Yes
Science	Prentice Hall Science Explorer, Physical Science, Prentice Hall, ©2008 (8th grade) California Life Science, Prentice Hall, © 2008, (7th grade) California Earth Science, Prentice Hall, © 2008 (6th grade)	0	Yes
History-Social Science	America, History of Our Nation, Prentice Hall, ©2006 (8th grade) Medieval and Early Modern Times, Prentice Hall, © 2006, (7th grade) Ancient Civilizations, Prentice Hall, © 2006, (6th grade)	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	\$7,193	\$2,788	\$4,405	\$53,364
District	---	---	\$5,071	\$57,999
Percent Difference: School Site and District	---	---	-10	-5
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	-8	-16

### 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	44	48	48	47	50	50	46	50	52
Mathematics	32	38	38	39	42	42	43	46	48
Science	46	56	56	51	53	53	46	50	54
History-Social Science	27	35	35	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	39	39	46	31
Female	56	37	65	39
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*		
Hispanic or Latino	41	41	57	33
Native Hawaiian/Pacific Islander				
White	48	37	54	35
Two or More Races	61	48	83	33
Socioeconomically Disadvantaged	42	34	54	29
English Learners	*	*	*	*
Students with Disabilities	23	23	23	3
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
7	10.6	31.7	34.1

## 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	4
Similar Schools	1	2	1

### 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	-1	6	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	0	6	-8
Two or More Races			
Socioeconomically Disadvantaged	17	-3	9
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	732	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	731	753	838
Two or More Races		741	808
Socioeconomically Disadvantaged	713	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	In PI	Not In PI
First Year of Program Improvement	2008-2009	
Year in Program Improvement	Year 3	
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.

Teachers meet three times a month to collaborate on standards, instruction, assessment strategies and data. Staff development is embedded in the collaborative meetings. In addition, 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.