

Pine Ridge School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012-13)

School Contact Information	
School Name	Pine Ridge School
Street	13878 Compton Dr
City, State, Zip	Magalia, CA 95954
Phone Number	530-873-3800
Principal	David Burdine
E-mail Address	dburdine@pusdk12.org
CDS Code	04-61531-610522

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

School Description and Mission Statement (School Year 2011-12)

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

Pines Elementary School and Mountain Ridge Middle School merged in August 2007 to create Pine Ridge School, which serves students in grades K-8. The mission of Pine Ridge is to provide educational opportunities for all students in a safe, caring, respectful and nurturing environment. Our comprehensive K-8 program is designed to assist each student in reaching his/her maximum academic, social, physical and emotional potential. We are dedicated to helping students master the rigorous California State Content Standards, as well as the equally important life skills and virtues (qualities such as citizenship, teamwork, responsibility and respect).

Our Kindergarten through 5th grade classes run on a traditional elementary schedule. Once students reach 6th grade they begin the transition into a secondary model by moving between four teachers for their core academics and physical education. Our 7th and 8th grade students transition into a traditional secondary setting, with 4 to 5 teachers per day and changing classes every period. We have a student enrollment of approximately 550 students. Our K classrooms have a 25:1 student:teacher ratio, 1st, 2nd and 3rd grade classrooms are 29:1 and our grades 4-8 classrooms average 32 students per class. In addition to an experienced and highly-qualified teaching staff, we have a strong support staff dedicated to providing a successful school experience for each student.

Pine Ridge offers support to students through our Title 1 and Special Education programs. We also offer an array of counseling services to support students socially and emotionally, as well as to provide academic and career counseling in the middle school years.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

We invite and welcome family involvement in our school. Parents, guardians and community members are encouraged to become involved as much as possible in the education of our children. They have the opportunity to be a part of our classrooms on a daily and weekly basis, and also to participate in special classroom events, school-wide activities and field trips. Some of these opportunities include the following:

- Work with Pine Ridge Parent Organization
- Assist in kindergarten registration
- Assist with BEST and Virtues awards
- Assist with picture day
- Serve on the district parent advisory committee
- Organize the 8th grade Promotion Dance
- Serve on the School Site Council
- Volunteer in the classroom
- Help on field trips (planning and driving)
- Attend and Participate in Family Nights (i.e., "Milk, Cookies and a Bedtime Story," Family Science Nights, Family Math Nights, Adopt-a-School Nights)

A strong bond between home and school is vital to ensure the success of all of our students. Our goals for each child's success are more easily reached when our school is working hand in hand with our parents/guardians to provide the best possible foundation for children.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	50
Grade 1	36
Grade 2	53
Grade 3	47
Grade 4	64
Grade 5	49
Total Enrollment	535

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	74.2
American Indian or Alaska Native	0.9	Two or More Races	7.3
Asian	2.1	Socioeconomically Disadvantaged	78.7
Filipino	0	English Learners	0.7
Hispanic or Latino	14.2	Students with Disabilities	12.3
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	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	19	2	0	0	24.5	0	2	0	25	0	2	0
1	19.7	3	0	0	25.5	0	2	0	28	0	1	0
2	19	2	0	0	27	0	2	0	27	0	2	0
3	19	3	0	0	28.3	0	3	0	27.7	0	3	0
4	32	0	1	0	29	0	1	0	32	0	2	0
5	32	0	1	0	30	0	2	0	30	0	2	0
Other	0	0	0	0								

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

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

One of the priorities of Pine Ridge School is student safety. A well-developed school safety plan is in place and is updated and approved by the school board annually. Our plan includes, but is not limited to, the following information: disaster procedures, routine and emergency procedures, suspension and expulsion procedures, procedures to notify teachers of dangerous pupils, child abuse reporting procedures, sexual harassment, dress code, safe ingress and egress, safe, orderly learning environment, and rules and procedures for school discipline. Staff members have been trained using the SIMS/NIMS procedures and we coordinate with district and community resources for appropriate emergency responses. Fire drills, earthquake drills and "lock-down" drills are regularly scheduled. All students and staff are trained in safety procedures during these drills that have been developed by our school safety committee in consultation with the district, as well as local fire, police and safety officials.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	41.8	28.47	34.21	21.2	18.74	19.59
Expulsions	0.36	0	0.19	0.75	0.5	0.64

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August, 2012

Pine Ridge School is the result of a recent merger of the Pines Elementary and Mountain Ridge Middle School sites. The elementary side of the campus was constructed in 1986, while the middle school portion of the campus was built in 1996. The facility is a combination of portables and permanent structures. Our site is an outdoor site that sits adjacent to nature trails and land overseen by the Bureau of Land Management. This outdoor setting offers the wooded, mountain feel which complements our rural foothill location.

Our grounds feature three separate play areas for primary, intermediate and middle school-aged students. Each area includes both field and blacktop areas. Additionally, our location near the nature trails offers us the opportunity to include a ROPES course for use by students and staff. We have approximately 35 classrooms available for use both during the day and for our after school programs. All rooms have air conditioning and have been modernized. Restrooms are conveniently located throughout the campus.

The Pine Ridge Learning Center Library houses more than 13,000 volumes and a 28-station computer lab, plus another 8 on-line work stations. Additionally, all classrooms have internet access and are used appropriately at each grade level. Our multipurpose room/cafeteria has a music room annex for our band program and a stage for student performances and awards assemblies. Students may also eat outside at picnic tables during warmer weather. The gymnasium, shared with the Paradise Recreation and Park District, enables our physical education department and other teachers to provide instruction and activities year-round and is home to many community recreational activities.

The school participates in annual inspections of the school grounds and facilities. All items found not in compliance are brought into compliance by our custodial staff or district maintenance staff. Classroom trash baskets are emptied daily while the classrooms are cleaned every three days. The restrooms, the multipurpose room and library are inspected or cleaned each day. Any damage or unsafe conditions are repaired as quickly as possible by the custodial staff, the district maintenance/operations department or outside contractors, if necessary.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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. • 70% of all HVAC systems are on automated controls. Filters are changed regularly and maintenance is continuous. • The site has one standard septic system that is evaluated as required by Butte County.
Interior: Interior Surfaces	[]	[X]	[]	[]	<ul style="list-style-type: none"> • Walls are painted and repairs made continuously.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[X]	[]	<ul style="list-style-type: none"> • The site is in good order, well maintained and is as clean as can be expected. • 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. Restrooms could be detailed during school breaks. • Drinking fountains receive regular maintenance and are cleaned frequently.
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	<ul style="list-style-type: none"> • Fire extinguishers are serviced annually and checked monthly. This site could use a new system. Some horns are not working. • No hazardous materials were identified. 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 detected. • The roofs are in good condition and maintenance is continuous.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
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 and maintenance staff.
Overall Rating	[]	[X]	[]	[]	Pine Ridge School is maintained in good repair and is as clean as can be expected. The fire alarm system should be given some attention.

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	27	30	33	228
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.6	538
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.75	---
Psychologist	.6	---
Social Worker	0	---
Nurse	.3	---
Speech/Language/Hearing Specialist	.75	---
Resource Specialist	0	---
Other	0	---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

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

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Legacy of Literature, Houghton Mifflin, ©2003 (grades K-5) Reading and Language Arts Program, McDougal Littell, ©2002 (grades 6-8) Write Source Series, Great Source, ©2000 (grades K-8) Houghton Mifflin, Reading, 2003 (6th grade)	Yes	0%
Mathematics	Harcourt Mathematics, Harcourt, ©2009 (grades K-5) Holt Mathematics, Holt, ©2009 (grades 6-8)	Yes	0%
Science	Harcourt Science Program, Harcourt, ©2000 (grades K-5) Prentice Hall Science Explorer, Prentice Hall, ©2008 (grades 6-8)	Yes	0%
History-Social Science	HM Social Studies, Houghton Mifflin, ©2006 (grades K-5) Prentice Hall Social Studies, Prentice Hall, ©2006 (grades 6-8)	Yes	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards		0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,179	\$3,633	\$4,546	\$52,010
District	---	---	\$4,894	\$56,526
Percent Difference: School Site and District	---	---	-7.12%	-9.99%
State	---	---	\$5,455	\$62,892
Percent Difference: School Site and State	---	---	-3/23%	-12.64%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$33,041	\$38,725
Mid-Range Teacher Salary	\$48,593	\$59,717
Highest Teacher Salary	\$72,484	\$77,957
Average Principal Salary (Elementary)	\$72,185	\$95,363
Average Principal Salary (Middle)	\$74,668	\$98,545
Average Principal Salary (High)	\$79,250	\$107,031
Superintendent Salary	\$152,971	\$149,398
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	44	42	56	50	49	55	52	54	56
Mathematics	36	36	50	42	40	44	48	50	51
Science	42	50	64	53	57	67	54	57	60
History-Social Science	37	43	39	38	44	46	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	55	44	67	46
All Student at the School	56	50	64	39
Male	53	47	65	42
Female	58	53	63	34
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	58	48	59	
Native Hawaiian/Pacific Islander				
White	56	52	64	42
Two or More Races	57	57		
Socioeconomically Disadvantaged	53	46	57	34
English Learners				
Students with Disabilities	29	18		21
Students Receiving Migrant Education Services				

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2009	2010	2011
Statewide	3	2	2
Similar Schools	4	1	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-26	1	53
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-37	38
Native Hawaiian/Pacific Islander			
White	-29	15	53
Two or More Races			
Socioeconomically Disadvantaged	-25	3	57
English Learners			
Students with Disabilities		11	

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	391	779	2,922	773	4,664,264	788
Black or African American	3		12	752	313,201	710
American Indian or Alaska Native	3		23	705	31,606	742
Asian	9		27	749	404,670	905
Filipino	0		14	809	124,824	869
Hispanic or Latino	60	775	337	739	2,425,230	740
Native Hawaiian/Pacific Islander	0		3		26,563	775
White	289	784	2,284	775	1,221,860	853
Two or More Races	27	824	222	804	88,428	849
Socioeconomically Disadvantaged	310	759	1,734	738	2,779,680	737
English Learners	4		39	659	1,530,297	716
Students with Disabilities	51	548	371	567	530,935	607

Adequate Yearly Progress

The federal ESEA 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) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Federal Intervention Program (School Year 2012-13)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	28.6

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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.