Pine Ridge School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Pine Ridge School
Street	13878 Compton Dr
City, State, Zip	Magalia, CA 95954
Phone Number	530-873-3800
Principal	Carrie Dawes
E-mail Address	cdawes@pusdk12.org
Web Site	http://pineridge.pusdk12.org/
CDS Code	04-61531-6105522

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

School Description and Mission Statement (School Year 2016-17)

Pines Elementary School and Mountain Ridge Middle School merged in August 2007 to create Pine Ridge School, which serves students in grades Preschool-8. The mission of Pine Ridge is to provide educational opportunities for all students in a safe, caring, respectful and nurturing environment. Our comprehensive Pre School-8th grade 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 Common Core State 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 three teachers for their core academics and physical education. Our 7th and 8th grade students transition into a traditional secondary setting, with 4 to 6 teachers per day and changing classes every period. We have a student enrollment of approximately 470 students. Our K classrooms have a 25:1 student:teacher ratio, 1st, 2nd and 3rd grade classrooms are 24:1 and our grades 4-8 classrooms average 30 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	45
Grade 1	48
Grade 2	45
Grade 3	39
Grade 4	50
Grade 5	42
Grade 6	60
Grade 7	64
Grade 8	66
Total Enrollment	459

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.3
Asian	1.5
Filipino	0
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	0
White	76
Two or More Races	7.4
Socioeconomically Disadvantaged	79.3
English Learners	1.3
Students with Disabilities	16.8
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29	26		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	3	

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

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 Common Core State 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, ©2002 (grades K-5) McDougal Littell, ©2002 (grades 6-8)	Yes	0%
Mathematics	Bridges in Mathematics, ©2016 (grades K-5) Harcourt CA Mathematics, ©2008 (grades K-5) CPM Educational Program, ©2014	Yes	0%
Science	Harcourt, ©2000 (grades K-5) FOSS, Delta Pub, ©2006 (grades K-5) Prentice Hall, ©2006 (grades 6-8)	Yes	0%
History-Social Science	Houghton Mifflin, ©2005 (grades K-5) Prentice Hall, ©2005 (grades 6-8)	Yes	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Pine Ridge School is the result of a 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 heat and air conditioning. 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 4 on-line work stations. We also have rolling computer carts (three carts with 32 tablets, two carts each with 16 netbooks, two carts with 32 Chromebooks [K-5]) which teachers check out to use in the classrooms. Our 6th, 7th, and 8th graders are supplied with 1:1 Chromebooks, as well as, our online students who are provided with a cart of 24 Chromebooks. 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 (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

	Exemplary	Good	Fair	Poor
Year and month of the most recent FIT report: July 2016				
Overall Rating	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	29	29	36	40	44	48
Mathematics	18	17	24	26	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	38	34	89.5	38.2
	4	47	46	97.9	15.2
	5	38	37	97.4	35.1
	6	53	53	100.0	15.1
	7	68	65	95.6	25.0
	8	66	65	98.5	46.1
Male	3	21	19	90.5	21.1
	4	28	28	100.0	14.3
	5	14	14	100.0	14.3
	6	33	33	100.0	12.1
	7	39	36	92.3	8.6
	8	37	36	97.3	33.3
Female	3	17	15	88.2	60.0
	4	19	18	94.7	16.7
	5	24	23	95.8	47.8
	6	20	20	100.0	20.0
	7	29	29	100.0	44.8
	8	29	29	100.0	62.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	30	27	90.0	40.7
	4	38	37	97.4	16.2
	5	28	27	96.4	33.3
	6	38	38	100.0	13.2
	7	54	51	94.4	26.0
	8	45	44	97.8	45.5
Socioeconomically Disadvantaged	3	30	26	86.7	34.6
	4	39	38	97.4	15.8
	5	28	27	96.4	33.3
	6	46	46	100.0	15.2
	7	50	48	96.0	21.3
	8	52	51	98.1	43.1
Students with Disabilities	6	13	13	100.0	
	7	16	15	93.8	14.3
	8	11	11	100.0	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	38	34	89.5	47.1
	4	47	46	97.9	6.5
	5	38	37	97.4	16.2
	6	53	53	100.0	1.9
	7	68	65	95.6	14.1
	8	68	65	95.6	14.1
Male	3	21	19	90.5	42.1
	4	28	28	100.0	3.6
	5	14	14	100.0	14.3
	6	33	33	100.0	
	7	39	36	92.3	14.3
	8	39	36	92.3	14.3
Female	3	17	15	88.2	53.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	19	18	94.7	11.1
	5	24	23	95.8	17.4
	6	20	20	100.0	5.0
	7	29	29	100.0	13.8
	8	29	29	100.0	13.8
White	3	30	27	90.0	48.1
	4	38	37	97.4	8.1
	5	28	27	96.4	18.5
	6	38	38	100.0	
	7	54	51	94.4	14.0
	8	54	51	94.4	14.0
Socioeconomically Disadvantaged	3	30	26	86.7	42.3
	4	39	38	97.4	5.3
	5	28	27	96.4	18.5
	6	46	46	100.0	2.2
	7	50	48	96.0	10.6
	8	50	48	96.0	10.6
Students with Disabilities	6	13	13	100.0	
	7	16	15	93.8	14.3
	8	16	15	93.8	14.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	55	41	36	58	57	56	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	104	102	98.1	36.3
Male	51	50	98.0	48.0
Female	53	52	98.1	25.0
Hispanic or Latino	15	15	100.0	40.0
White	73	71	97.3	35.2
Two or More Races	11	11	100.0	45.5
Socioeconomically Disadvantaged	80	78	97.5	37.2
Students with Disabilities	21	21	100.0	9.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3	27.8	8.3
7	9.5	28.6	34.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 (PEP)
• Assist in kindergarten registration
• Assist with Virtues Award Assemblies
• Assist with picture day
• Serve on the District Parent Advisory Committee
• Serve on the District LCAP 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," "Pizza with the Principal" Night, Fall Carnival, Family Science Nights, Family Math Nights)

A strong bond between home and school is vital to ensure the success of all of our students. Our goal 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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	11.9	14.6	16.2	8.9	9.4	8.1	4.4	3.8	3.7
Expulsions	0.0	0.7	0.8	0.4	0.5	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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, orderly learning environment, and rules and procedures for school discipline. Some 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		2		25		2		25		2	
1	29		1		23		2		23		2	
2	24	1	1		18	2			18	2		
3	25	1	1		25		2		25		2	
4	32		1		32		1		32		1	
5	31		2		30		2		30		2	
6	25	3	13		24	3	16		24	3	16	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	21	4	3	1	13	9	3		13	9	3	
Mathematics	16	6	3		5	1			5	1		
Science	28	1	2	2	17	5	3		17	5	3	
Social Science	16	8	1		15	8	1		15	8	1	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	482
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	.75	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8438	3438	5038	63124
District	N/A	N/A	5056	$60,890
Percent Difference: School Site and District	N/A	N/A	-0.4	3.0
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	-5.8	-3.3

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

Types of Services Funded (Fiscal Year 2015-16)

The school provides curriculum-based instruction in all core subjects. It also offers special education services. Title 1 resources and services are provided to identified students. Additional support is provided for English language learners and for students struggling with core subjects. LCAP funding supports additional intervention time for students in need and supports educational technology.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$35,370	$42,063
Mid-Range Teacher Salary	$53,200	$64,823
Highest Teacher Salary	$79,000	$84,821
Average Principal Salary (Elementary)	$86,162	$101,849
Average Principal Salary (Middle)	$95,336	$107,678
Average Principal Salary (High)	$97,883	$115,589
Superintendent Salary	$165,000	$169,152
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Professional development opportunities are available through Paradise Unified School District, Butte County Office of Education and other professional providers.

Content consists of a variety of subject matter including, but not limited to:

• STEAM (science, technology, engineering, arts and mathematics)
• Trauma-Informed Classrooms ACEs, and TAC-COM (Ensuring the alignment of our site level with the district-wide focus)
• Up-to-date Google and technology training
• Effective teaching strategies
• Addressing the needs of our students with special needs
• Increasing classroom student engagement and achievement
• PBIS (Positive Behavior Intervention in Schools)