

Paradise Intermediate 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	Paradise Intermediate School
Street	5657 Recreation Drive
City, State, Zip	Paradise, CA 95969
Phone Number	530-872-6465
Principal	Reiner Light
E-mail Address	rlight@pusdk12.org
Web Site	
CDS Code	04-61531-6003321

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)

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. We also have support services coordinated with Butte County Office of Education and an after school program through the Boys and Girls Club.

It is our vision to build a collaborative culture with teachers, parents and students focused on engaging students academically, physically, and socially.

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.

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

Grade Level	Number of Students
Grade 6	146
Grade 7	121
Grade 8	138
Total Enrollment	405

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.5
Asian	0.2
Filipino	0.7
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	0.5
White	71.6
Two or More Races	8.9
Socioeconomically Disadvantaged	67.9
English Learners	2
Students with Disabilities	13.6
Foster Youth	3.2

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	25	25		
Without Full Credential	0	1		
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	1	1	

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 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading and Language Arts Program, McDougal Littell, ©2002 (7/8th grade) Reading, Houghton Mifflin, ©2002 (6th grade)	Yes	0%
Mathematics	CPM Educational Program, ©2014	Yes	0%
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)	Yes	0%
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)	Yes	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

A large gymnasium to our school site which has become a source of pride for our school and our community was completed in 2004. This facility is used by our students, Paradise High School students, the parks and recreation department and other community organizations every week. The addition of the gymnasium has filled a community-wide need for recreational facilities. Recently, Paradise Intermediate became a solar school with the addition of a large solar array. During the summer of 2015, the cafeteria, office complex, and 200 wing roofs were repaired and resealed. Several site improvement projects have added to the appearance of the site as well as providing functional safety services. This has been an opportunity to serve the children of our community, and we are happy to help.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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)

Year and month of the most recent FIT report: July 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		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	39	36	40	44	48
Mathematics	20	22	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	6	151	149	98.7	39.2
	7	117	112	95.7	34.2
	8	144	142	98.6	43.0
Male	6	76	75	98.7	28.0
	7	63	59	93.7	36.2
	8	67	65	97.0	32.3
Female	6	75	74	98.7	50.7
	7	54	53	98.2	32.1
	8	77	77	100.0	52.0
Hispanic or Latino	6	27	26	96.3	30.8
	7	20	20	100.0	30.0
	8	25	25	100.0	36.0
White	6	108	108	100.0	44.9
	7	82	78	95.1	37.7
	8	105	103	98.1	46.6
Two or More Races	6	14	13	92.9	15.4
	7	12	11	91.7	27.3
Socioeconomically Disadvantaged	6	103	101	98.1	30.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	76	74	97.4	30.1
	8	98	96	98.0	36.5
Students with Disabilities	6	15	15	100.0	
	7	26	25	96.2	12.0
	8	21	20	95.2	10.0

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	6	150	148	98.7	21.6
	7	117	111	94.9	20.7
	8	117	111	94.9	20.7
Male	6	76	75	98.7	21.3
	7	63	58	92.1	27.6
	8	63	58	92.1	27.6
Female	6	74	73	98.7	21.9
	7	54	53	98.2	13.2
	8	54	53	98.2	13.2
Hispanic or Latino	6	27	26	96.3	19.2
	7	20	20	100.0	15.0
	8	20	20	100.0	15.0
White	6	107	107	100.0	22.4
	7	82	77	93.9	23.4
	8	82	77	93.9	23.4
Two or More Races	6	14	13	92.9	23.1
	7	12	11	91.7	18.2
	8	12	11	91.7	18.2
Socioeconomically Disadvantaged	6	102	100	98.0	12.0
	7	76	73	96.0	15.1
	8	76	73	96.0	15.1
Students with Disabilities	6	15	15	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	26	25	96.2	12.0
	8	26	25	96.2	12.0

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)	63	70	54	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	142	139	97.9	54.0
Male	67	65	97.0	47.7
Female	75	74	98.7	59.5
Hispanic or Latino	25	25	100.0	40.0
White	103	100	97.1	58.0
Socioeconomically Disadvantaged	96	94	97.9	47.9
Students with Disabilities	21	20	95.2	25.0

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
7	13.4	22	22.8

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 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. One such avenue is through the Paradise Intermediate Site Council. 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. Parents may contribute to fund raising activities, school-family activities, or campus improvement projects. The Paradise Intermediate (PINT) Parent Group is connected to a pool of community members willing to support the school by making material or financial donations. To contact the PINT parent group, parents and community members can visit the Paradise Intermediate School's website and click on the email link or contact the school directly.

We also reach out to parents at Back to School night by providing opportunities to connect with community services, create an Aeries portal account to follow their student's academic progress, and sign up for future parent education opportunities.

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.

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	20.8	22.9	19.1	8.9	9.4	8.1	4.4	3.8	3.7
Expulsions	0.6	0.6	0.2	0.4	0.5	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. Our Positive Behavior and Intervention Support (PBIS) committee meets monthly to review our procedures and expectations and works to build a clear and cohesive system to maintain safety and maintain a positive school climate. District LCAP funds have provided a full-time PBIS coach to help with the implementation and further development of our PBIS plan. Time has been built into our school schedule for staff to teach our PBIS lessons and incentive plan.

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.

This year, LCAP funds have been allocated for the implementation of WEB, Where Everyone Belongs, a program that develops positive school culture using eighth grade mentors to guide and support all sixth grade students. WEB leaders meet daily to plan and rehearse activities to engage their sixth grade students. Initially implemented by our Assistant Principal, a dynamic pair of teachers now serve as the WEB team counselors.

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	2008-2009	2011-2012
Year in Program Improvement*	Year 5	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 (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	17	10	7		18	7	9		18	7	9	
Mathematics	21	6	8		5	6			5	6		
Science	25	3	7		21	5	7		21	5	7	
Social Science	24	2	8		24	2	7	2	24	2	7	2

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	1	413
Counselor (Social/Behavioral or Career Development)	0	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	.25	N/A
Speech/Language/Hearing Specialist	.5	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	8475	3412	5089	65534
District	N/A	N/A	5056	\$60,890
Percent Difference: School Site and District	N/A	N/A	0.7	7.0
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-4.8	0.4

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. Additional support is provided for English language learners and for students struggling with core subjects. LCAP funding supports additional aide time in the classroom 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)

A schedule has been developed and implemented district-wide to embed time for teachers to meet each Wednesday to collaborate on standards, instruction, assessment strategies and data. Staff development time is also built into after school meetings. In addition, professional development opportunities were available through Paradise Unified School District, Butte County Office of Education and other providers. Teachers participate in 21 hours of professional development annually. 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.

Four minimum days have been scheduled for K- 8 schools to provide for teacher collaboration amongst schools. These activities allow for grade level teams, content teams, as well as vertical teams to meet and work on district academic objectives. To facilitate the implementation of Common Core State Standards, district and site Title 1 professional development funds have supported teacher training. These training opportunities include county office of education workshops, on site presenters from the county office of education, site collaboration, teacher lead technology training, and off-site conferences such as the Computer Using Educators, or CUE, conference. Paradise Intermediate teachers are implementing the College Preparatory Math series and all teachers are engaged in training that provides familiarity with the curriculum and instructional strategies. Teachers, administrators, school community representatives work to develop plans with in our local control budget plan to address areas of needed professional development.