

# Paradise Intermediate School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Paradise Intermediate School
<b>Street</b>	5657 Recreation Drive
<b>City, State, Zip</b>	Paradise, CA 95969
<b>Phone Number</b>	530-872-6465
<b>Principal</b>	Reiner Light
<b>E-mail Address</b>	<a href="mailto:rlight@pusdk12.org">rlight@pusdk12.org</a>
<b>Web Site</b>	<a href="http://www.paradiseintermediate.pusdk12.org">www.paradiseintermediate.pusdk12.org</a>
<b>CDS Code</b>	04-61531-6003321

District Contact Information	
<b>District Name</b>	Paradise Unified School District
<b>Phone Number</b>	530-872-6400
<b>Superintendent</b>	Roger Bylund
<b>E-mail Address</b>	<a href="mailto:jrobbins@pusdk12.org">jrobbins@pusdk12.org</a>
<b>Web Site</b>	<a href="http://www.pusdk12.org">www.pusdk12.org</a>

## School Description and Mission Statement (Most Recent Year)

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 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.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	133
Grade 7	146
Grade 8	136
Total Enrollment	415

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	0.7
Hispanic or Latino	13.7
Native Hawaiian or Pacific Islander	0.5
White	74.7
Two or More Races	8.0
Socioeconomically Disadvantaged	71.3
English Learners	2.4
Students with Disabilities	17.6

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	27	24	25	210
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	0

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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	100.00	0.00

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 2014-15)

**Year and month in which data were collected:** September, 2014

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
<b>Reading/Language Arts</b>	Reading and Language Arts Program, McDougal Littell, ©2002 (7/8th grade) Reading, Houghton Mifflin, ©2003 (6th grade)	Yes	0%
<b>Mathematics</b>	Holt Mathematics, Algebra 1, Holt, ©2008 (8th grade) Holt Course 2, Pre-Algebra, Holt, © 2008 (7th grade) Holt Mathematics Course 1, Holt © 2008 (6th grade)	Yes	0%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Visual and Performing Arts</b>	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. Most recently, Paradise Intermediate became a solar school with the addition of a large solar array. 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 in which data were collected: August, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>No gas leaks were detected. (Natural gas at this site)</li> <li>The site has one standard septic system and an above-ground 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 by the maintenance department.</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>Custodial department addresses bugs and wasps on a continual basis.</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>Ongoing repairs being performed by outside plumbing contractor with the assistance of custodial and maintenance departments.</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, as per Paradise Fire Department.</li> <li>None identified. Chemical cleaners are stored out of reach of children. Combustible materials kept in fire cabinets. 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>Ongoing roof repairs and some building repairs being performed by maintenance department.</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>

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
		[ ]	[X]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	81	73	66	67	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	66
Male	77
Female	56
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	67
Native Hawaiian or Pacific Islander	
White	67
Two or More Races	
Socioeconomically Disadvantaged	61
English Learners	
Students with Disabilities	75
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47	54	55	49	55	54	54	56	55
Mathematics	37	42	43	40	44	44	49	50	50
History-Social Science	42	45	42	44	46	46	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	5	4
Similar Schools	2	4	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	16	33	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	19	36	-16
Two or More Races			
Socioeconomically Disadvantaged	0	43	-18
English Learners			
Students with Disabilities			

Note: "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.

### 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 English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.0	21.3	39.7

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 (Most Recent Year)

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	18.3	26.1	20.8	8.9	9.4	8.9	5.7	5.1	4.4
<b>Expulsions</b>	0.7	0.7	0.6	0.5	0.6	0.4	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.



## School Safety Plan (Most Recent Year)

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 committee meets twice 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. 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.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

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	---	4
Percent of Schools Currently in Program Improvement	---	80.0

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

Subject	2011-12				2012-13				2013-14			
	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	23.1	5	8	2	20	7	9		17	10	7	
Mathematics	21.2	7	10	0	21	6	9		21	6	8	
Science	26.9	1	9	1	27	1	9		25	3	7	
Social Science	29	0	8	2	26	3	7	1	24	2	8	

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 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	486
Counselor (Social/Behavioral or Career Development)	.5	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.75	---
Psychologist	.5	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7975	3217	4815	62145
District	---	---	5100	\$58,306
Percent Difference: School Site and District	---	---	-5.6	6.6
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	2.7	-1.4

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

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 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,340	\$38,920
Mid-Range Teacher Salary	\$50,504	\$59,803
Highest Teacher Salary	\$75,335	\$78,096
Average Principal Salary (Elementary)	\$79,472	\$95,836
Average Principal Salary (Middle)	\$89,440	\$99,849
Average Principal Salary (High)	\$90,980	\$107,599
Superintendent Salary	\$165,000	\$151,912
Percent of Budget for Teacher Salaries	37	37
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**

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, a one day workshop for all certificated staff with presenter Brian Pete, and off-site conferences such as the the California League of Middle Schools conference. Paradise Intermediate teachers are piloting 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.