

# Paradise Intermediate School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Paradise Intermediate School
<b>Street</b>	231 W, East Ave.
<b>City, State, Zip</b>	Chico, CA 95928
<b>Phone Number</b>	530-815-8805 Temporary
<b>Principal</b>	Cris Dunlap, Larry Johnson Co-Principals
<b>E-mail Address</b>	cdunlap@pusdk12.org, ljohnson@pusdk12.org
<b>Web Site</b>	paradiseintermediate.pusdk12.org
<b>CDS Code</b>	04-61531-6003321

<b>District Contact Information</b>	
<b>District Name</b>	Paradise Unified School District
<b>Phone Number</b>	530-872-6400
<b>Superintendent</b>	Michelle John
<b>E-mail Address</b>	jrobbins@pusdk12.org
<b>Web Site</b>	www.pusdk12.org

### **School Description and Mission Statement (School Year 2018-19)**

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 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	142
<b>Grade 7</b>	145
<b>Grade 8</b>	143
<b>Total Enrollment</b>	430

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.6
Asian	0.5
Filipino	0.2
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0.0
White	74.4
Socioeconomically Disadvantaged	70.0
English Learners	1.6
Students with Disabilities	17.7
Foster Youth	2.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	21.5	30.6	
Without Full Credential	1	2	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

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
<b>Reading/Language Arts</b>	McGraw-Hill Ed.(StudySync) (6th-8th) ©2017 Reading and Language Arts Program, McDougal Littell, ©2002 (7/8th grade)	Yes	0%
<b>Mathematics</b>	CPM Educational Program, ©2014	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 2001. 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. the 100 wing roof was repaired and resealed in 2016, and the 300 wing was completed in 2017. Several site improvement projects have added to the appearance of the site as well as providing functional safety services. With the addition of 7th and 8th grade students from PineRidge some modifications have been made including conversion of an office/storage space in the 100 wing into a meeting space for the Ed Tech, an additional office space for a second Assistant Principal, and the addition of two portables for Boys and Girls Club.

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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: January 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: January 2018	
Overall Rating	Exemplary

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	43.0	46.0	41.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	26.0	28.0	30.0	34.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	415	405	97.59	45.68
Male	215	210	97.67	41.90
Female	200	195	97.50	49.74
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	65	97.01	38.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	304	297	97.70	47.81
Two or More Races	31	30	96.77	36.67
Socioeconomically Disadvantaged	272	264	97.06	37.50
English Learners	17	17	100.00	29.41
Students with Disabilities	59	57	96.61	7.02
Foster Youth	15	15	100.00	20.00

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	415	402	96.87	28.11
Male	215	209	97.21	30.14
Female	200	193	96.5	25.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	65	97.01	23.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	304	295	97.04	31.19
Two or More Races	31	30	96.77	20
Socioeconomically Disadvantaged	272	260	95.59	20.38
English Learners	17	17	100	0
Students with Disabilities	59	57	96.61	7.02
Foster Youth	15	15	100	20

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.8	27.8	26.2

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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2018-19)

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. We work to keep families informed using Schoolmessenger, Peachjar, Facebook and our webpage. A staff conducted training on 'Talking to the Teen Brain' is held over a six week span for parents and guardians. Parents are also encouraged to attend field trips and participate with special days held on campus such as 6th grade Cave Days.

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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	19.8	16.5	19.6	8.2	7.5	6.6	3.7	3.7	3.5
<b>Expulsions</b>	0.2	0.6	0.2	0.4	0.3	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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 educational 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. Celebration assemblies are conducted to share and acknowledge student contributions towards a positive school culture at Paradise Intermediate School.

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. This is the third year of implementation. 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.

Additionally, we have added an advisory period that meets once per week to focus on positive school culture. Teachers use "Create A Culture Of Kindness In Middle School" to guide activities and discussions. We have also incorporated the Virtues Project across all grade levels. Once monthly, a virtues celebration is held.

Most recently, nine security cameras have been added to help maintain a safer school environment. A Campus Supervisor to provide additional supervision before school, between classes, during lunch, and after school has also been added to our staff. An additional Assistant Principal has been added to provide support for the additional student population.

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

Subject	2015-16			2016-17			2017-18					
	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	18.0	8	7		17.0	9	8		21.0	6	8	
Mathematics	14.0	8	2		17.0	6	5		16.0	9	9	
Science	23.0	4	6		22.0	3	9		20.0	5	8	
Social Science	21.0	6	5	1	19.0	6	8		22.0	4	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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	577
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 (non-teaching)	0	N/A
Other	2	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8601	3465	5136	66448
District	N/A	N/A	5229	\$65,597
Percent Difference: School Site and District	N/A	N/A	-1.8	0.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-24.6	-4.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

The school provides CCSS 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. Math and Reading intervention classes are available for low performing students.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,000	\$45,681
Mid-Range Teacher Salary	\$56,064	\$70,601
Highest Teacher Salary	\$98,612	\$89,337
Average Principal Salary (Elementary)	\$95,133	\$110,053
Average Principal Salary (Middle)	\$97,379	\$115,224
Average Principal Salary (High)	\$101,903	\$124,876
Superintendent Salary	\$163,276	\$182,466
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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 and Problem Based Learning. 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.