

Pine Ridge School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Pine Ridge School
Street	13878 Compton Dr
City, State, Zip	Magalia, CA 95954
Phone Number	530-873-3800
Principal	Christina Dunlap
Email Address	cdunlap@pusdk12.org
Website	http://pineridge.pusdk12.org/
County-District-School (CDS) Code	04-61531-6105522

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Paradise Unified School District
Phone Number	530-872-6400
Superintendent	Tom Taylor
Email Address	scraft@pusdk12.org
Website	www.pusdk12.org

School Description and Mission Statement (School Year 2020-2021)

Pines Elementary School and Mountain Ridge Middle School merged in August 2007 to create Pine Ridge School. For the 2018-2019 school year, all 7-8 grade students were enrolled at Paradise Intermediate and our school now serves students in grades Preschool-6. The mission of Pine Ridge School is to provide educational opportunities for all students in a safe, caring, respectful and nurturing environment. Our comprehensive Pre School-6th 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 6th grade classes run as most schools in California are running now. We began this school year with Virtual Distance Learning using both Seesaw and Google Classroom as a base. In October we moved to a Hybrid model where students attend school daily in small cohorts. We have a student enrollment of approximately 181 students. Our K classrooms have a 19:1 student:teacher ratio, 1st, 2nd and 3rd grade classrooms are 23:1 and our grades 4-6 classrooms average 22 students per class. At this time each classroom is divided in half with students either attending a morning session or an afternoon session. 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 is a school where relationships are prioritized and nurtured and individuals (adults and students) feel physically and emotionally safe, supported, valued and respected. Having survived the destructive Camp Fire, our learning community is a close knit group who values the lives that have been built around Pine Ridge School. Clear communication, common language, consistent, high expectations and meaningful stakeholder participation, inclusive of our families, contribute to this positive culture. Transparency, consistency and fairness lend to stability for this group of people who have been through so much.

Pine Ridge is a school with a well-maintained campus and facilities. It lays in the burn scar of the Camp Fire and is truly an oasis in a desert. Staffing and resources including time, compensation, curriculum and technology are in place. Systems, processes and supports are established that effectively and efficiently meet student’s academic, behavioral and social-emotional needs. We offer a variety of programs such as Special Needs Preschool, Functional Life Skills K-6, Special Day Class K-6, Access Program for grades 4-6 as well as a robust Title 1 Program and Resource Services. A system to support staff needs is in place with counselors available to staff through a partnership with Butte County Office of Education to mitigate the effects of the Camp Fire Trauma for both students and staff.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	34
Grade 1	20
Grade 2	26
Grade 3	27
Grade 4	20
Grade 5	26
Grade 6	21
Total Enrollment	174

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1.7
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0.6
White	75.9
Two or More Races	5.7
Socioeconomically Disadvantaged	82.8
English Learners	0.6
Students with Disabilities	19.5
Foster Youth	1.1
Homeless	13.8

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	25.5	17	14	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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. At this time, all students have been provided a Chromebook to take home as well to support learning during Covid-19 and PSPS days.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill (Wonders) ©2019 (TK-6) Renaissance (Supplemental K-8) I-Ready (Supplemental - grades K-6) Study Sync (Supplemental - grade 6) Read Live (Supplemental - grades 3-5) NEWSELA (Supplemental - grades 2-8) SIPPS (Supplemental - grades 1-2) CAPIT (Supplemental PS-2)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Bridges in Mathematics, ©2016 (grades K-5) CPM Educational Program, ©2014 (grade 6) Front Row (Supplemental - grade 6) IXL (Supplemental TK-6)	Yes	0%
Science	Harcourt, ©2000 (grades K-5) FOSS, Delta Pub, ©2006 (grades K-5) Prentice Hall, ©2006 (grade 6) Mystery Science	Yes	0%
History-Social Science	Houghton Mifflin, ©2005 (grades K-5) Prentice Hall, ©2005 (grade 6)	Yes	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	Yes	0%

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

School Facility Conditions and Planned Improvements

Due to the aftermath of the Camp Fire in November 2018, the Director of Maintenance and Operations for PUSD was advised that he did not need to complete the Facility Inspections Tool for any PUSD school for 2018-19. Therefore, the school facility information below is from the 2017-18 FIT report.

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 upper 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. At this time we are sharing our campus with Ridge View High School which is separated by a chain link fence. Ridge View is using the campus' upper field, gymnasium and 40 wing building.

Our grounds feature three separate play areas for kindergarten/preschool, primary grades 1-3 and 4-6 grade students. Each area includes both field and blacktop areas. One of the blacktop areas is being used by Ridge View as well as the gymnasium. 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. All teachers have chromebooks to use in the classrooms. Kindergarten is 1:1 with chromebooks or iPads. First through sixth grade are supplied with 1:1 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 teachers to provide instruction and activities year-round and is home to many community recreational activities prior to Covid-19. Additional picnic tables have been set up this year to include outdoor learning spaces for our students.

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 and classrooms are disinfected each night. The classrooms are vacuumed every three days. The restrooms, the multipurpose room and library are inspected and 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 16, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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:

- Serve on School Site Council
- * Serve on CSI Committee
- * Serve on District Parent Advisory Committee
- * Serve on LCAP Committee
- * Monthly Breakfast with the Principal Meetings
- * Work with Pine Ridge Parent Organization (PEP)

- Assist with Virtues Award Assemblies
- Assist with picture day
- Volunteer in the classroom (Suspended due to Covid-19)
- Help on field trips (planning and driving) (Suspended due to Covid 19)
- Attend and Participate in Family Nights (i.e., Parent Club Meet and Greet, Fall Carnival, Family STEAM Night, Family Math Nights, Back to School Night, Open House Event) Done Virtually due to Covid 19 restrictions.

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	11.7	8.9	6.6	4.1	3.5	3.5
Expulsions	0.0	0.0	0.3	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. 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. A comprehensive plan for Covid 19 safety have been added to our school safety plans for the immediate future and protocols from the California Department of Health, Butte County Health and CDC are all in place and followed on our campus.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	1	2		17	3	1		16	2		
1	20	2			22		2		11	1		
2	20	2			23		2		17	1		
3	19	2			19	1	1		12	2		
4	30		1		26		1		17	1		
5	27		2		27		2		13	2		
6	28	2	14	4	19	14			17	6		
Other**	10	1							11	3		

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.8

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9745	3651	6093	66308
District	N/A	N/A	6187	\$66,202

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-1.5	0.2
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-23.9	-13.2

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

Types of Services Funded (Fiscal Year 2019-2020)

The school provides CCSS 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. Post Camp Fire, BCOE has provided a part time emotional support counselor for 24 hours a week to support students and staff. Additionally we have support from Cal Hope workers up to 20 hours per week. Due to Covid-19 switch to distance learning, additional support is now being provided afterschool hours to students needing additional support in reaching educational goals.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,000	\$47,145
Mid-Range Teacher Salary	\$57,364	\$74,952
Highest Teacher Salary	\$98,912	\$96,092
Average Principal Salary (Elementary)	\$97,886	\$116,716
Average Principal Salary (Middle)	\$96,006	\$120,813
Average Principal Salary (High)	\$112,067	\$131,905
Superintendent Salary	\$162,400	\$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	1	1

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)

* Bridges Math

* Mindfulness

* i-Ready

- Trauma-Informed Classrooms/ ACEs,
- Up-to-date Google and technology training (Specifically View Sonic)
- Effective teaching strategies
- Addressing the needs of our students with special needs
- Increasing classroom student engagement and achievement
- PBIS (Positive Behavior Intervention in Schools)

* Wonders ELA Curriculum

* Capit LEarning for grades Preschool-3

* Reciprocal Reading

* Equity Training

Opportunities include afterschool classes and workshops, book studies, and one release day per year. Due to Covid-19 distance learning, an additional 21 hours per teacher was available for learning how to engage students for online instruction.