Paradise High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Paradise High School
Street	5911 Maxwell Drive
City, State, Zip	Paradise, CA 95969
Phone Number	530-872-6425
Principal	John Christie, Interim
E-mail Address	jchristie@pusdk12.org
Web Site	http://phs.pusdk12.org/
Grades Served	9-12
CDS Code	04-61531-0437350

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 (Most Recent Year)

Paradise High School is a comprehensive high school that serves the educational needs of ninth through twelfth grade students from Paradise, Magalia and the upper ridge. Paradise High School is a school committed to providing a quality education based on the individual and collective needs of our students. Paradise High School sits on a 26 acre site, with a total of 65 classrooms and labs, a gymnasium, a small performing arts center, eight full computer labs, three tablet carts, two laptop carts, a library, two weight rooms, an auto shop, a welding room, and a student store. Outside recreational facilities include tennis courts, basketball courts, softball and baseball diamonds, a football field, and several practice fields.

The mission of Paradise High School is to work as a learning community to ensure that all students demonstrate high levels of academic achievement. Our school culture is focused on a shared commitment to be safe, respectful and responsible. We work to empower and motivate all students to reach their learning potential and to realize their personal vision for the future. Our vision is to work collaboratively with students, parents and community members to enhance learning, as well as encourage enthusiasm and responsibility for learning. Our goal is to produce knowledgeable, productive and responsible citizens who are motivated toward continual learning and individual growth.

Paradise High School offers a wide selection of academic and vocational courses to meet the needs of its student body. In addition to the traditional UC/CSU prep courses, PHS students may take Honors and/or Advanced Placement courses in English, math, foreign language, science, and social studies. Four years of Spanish and French are also available. Through articulation agreements with Butte College, students in certain academic courses may be able to earn concurrent credit from the college (2+2+2 classes). Paradise High School also offers several CTE courses, Career Pathways including an Engineering Pathway through Project Lead the Way, College Connection with a concurrent enrollment at Butte Community College, and an Entrepreneurial Pathway through SAGE.

We are committed to providing a safe, enriching, student-centered learning environment where upon graduation, Paradise High School students will have the knowledge and skills necessary to be able to succeed and compete in high level educational institutions and the 21st century global economy.

In addition we expect our students to demonstrate: RISE UP! (Student Learner Outcomes).

Our students will "Rise Up". Every student/graduate will be:

Respectful - of self, others, school, and environment.
For example, the student will:
- Welcome diversity and other points of view and practice positive solutions to differences/conflicts.
- Follow rules of school, community, state, nation and global humanitarian laws or work to change the rules in an appropriate manner.
- Demonstrate respect for self, others, property and the environment.

Informed - through finding, evaluating, and using information from a variety of sources.
For example, the student will:
- Gather, analyze and evaluate data.
- Demonstrate higher-level thinking processes, including creative and decision making skills.
- Use technology and networking tools to access, manage, integrate, evaluate, and synthesize information to successfully function in a knowledge-based economy.

Safe - personally, emotionally, and physically.
For example, the student will:
- Set appropriate goals for physical fitness, hygiene, nutrition, and emotional health.

- Demonstrate academic and personal honesty.
- Work with others to identify problems and reach consensus in a positive manner.

Excellent - in order to reach high levels of educational and academic success for all.
For example, the student will:
- Demonstrate an understanding of the content within the core academic areas, and will be able to integrate and apply the knowledge successfully.
- Read, write, and speak effectively and critically.
- Demonstrate readiness to enter post-secondary education and/or the work force.

United - by understanding and honoring individual differences to work toward a common goal.
For example, the student will:
- Successfully and equitably participate in a group project (operating in a democratic process with assigned roles and the success of each individual depending on the success of the group).
- Work together to share information, solve problems and make presentations.
- Contribute time, energy, and resources to school, local, state, national, and global worthy causes.

Purposeful - through engagement in learning and working towards a personal vision for the future.
For example, the student will:
- Set, achieve, and evaluate goals, making student personally responsible and accountable for their own learning.
- Develop personal goals for career, family, and community life.
- Be responsible and accountable for their actions and choices.

The Paradise community takes great pride in both the students and staff at Paradise High School, as well as the quality and variety of available educational opportunities that are planned and offered at PHS.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	301
Grade 10	303
Grade 11	273
Grade 12	229
Total Enrollment	1,106

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	0.7
Hispanic or Latino	10.2
White	78.5
Two or More Races	8
Socioeconomically Disadvantaged	55.2
English Learners	1.1
Students with Disabilities	17.3
Foster Youth	1.1

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	52	54	53	184
Without Full Credential	0	0	3	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	2	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 2014-15)

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 2015-16)

Year and month in which data were collected: September, 2015

The district sets a high priority on providing current and sufficient textbooks and instructional materi¬als 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. Ade¬quate 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
Reading/Language Arts	McDougal Littell, ©2000 Vintage, Fusion English, ©2011	Yes	0%
Mathematics	Algebra: Tools for a Changing World, Prentice Hall, ©2001 Glencoe, Geometry - University of Chicago Math Project, Scott Foresman, ©1998 Glencoe, Algebra II, ©2006 Glenco McGraw Hill, Algebra II w/Trigonometry, ©2011 CPM Educational Program, ©2014	Yes	0%
Science	Prentice Hall (Pearson): Physical Science, Conceptual Physics, ©2009 Prentice Hall (Pearson), Biology, ©2007 Biology, McDougal Littell, ©2008 Holt, Rinehart & WinstonModern Chemistry, ©2009 Addision Wesley, Physics, ©2002	Yes	0%
History-Social Science	Prentice Hall, World History: Connections to Today: Modern Era, Prentice Hall, ©2003 Prentice Hall, U.S. History - America: Pathways to the Present, ©2001 Wadsworth, American Government, ©2012 The Challenge of Democracy (AP), Houghton Mifflin, ©2002 Teachers Curriculum Institute, Econ Alive! Power of Choice, ©2010	Yes	0%
Foreign Language	Spanish 1-4 - Prentice Hall, ©2005 French 1-4 - McDougal Littell, ©2000 German 1-4 - Holt, Reinhart & Winston, ©2003	Yes	0%
Health	Glencoe Health, ©2008	Yes	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards		0%
Science Laboratory Equipment (grades 9-12)	Annual review of availability and quality		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

While many of the Paradise High School facilities are beginning to display signs of aging, the students, school staff, parents and district maintenance personnel assist in the effort of keeping the facility clean and attractive. Each classroom contains a television, DVD, document camera, and at least one internet-connected computer. There are eight full computer labs on campus, three tablet carts, two laptop carts, nineteen SMART Boards, two SMART Podia, 7 Interactive Flat Panels, as well as a number of student-use computers in the library and in our career center. In addition, every resource class has a minimum of 3 student computers for student work.

During the summer of 2004, an all-weather track surface was installed in the stadium complex. Grant, district and community-raised funds paid for the installation and improvement of this venue. In the summer of 2015 new sod was laid on portions of the football field and a new roof was installed on the south end of the main office. The school was partially painted during the summers of 2012, 2013, and 2014. Painting continued through the 2015-2016 school year.

In the Fall of 2015 the bus drop off area for Special Education was reconfigured and repainted. New partitions were installed in restrooms and locks were replaced in multiple student restrooms. Carpet was replaced throughout the guidance office and cameras were installed and upgraded. Carpeting has been ordered for areas throughout the campus and the next phase of installation will begin during the 2015 Thanksgiving break.

In the summer of 2011 a facilities committee was formed to begin the process of building a new gym/multi-use facility on the PHS campus. After numerous meetings and conversations during the 2011-2012 school year, the new gym, six new classrooms, and two additional restroom plans were submitted to the state for final approval. During the summer of 2013 four older portable classrooms were demolished and eight new modular classrooms (and new restrooms) were installed. We continue to wait on state funding to begin our gym project.

School Facility Good Repair Status (Most Recent Year)

<table>
<tr><td colspan="5" align="center">School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: February 2015</td></tr>
<tr><td rowspan="2">System Inspected</td><td colspan="3" align="center">Repair Status</td><td rowspan="2" align="center">Repair Needed and
Action Taken or Planned</td></tr>
<tr><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td><td></td><td align="center">X</td><td></td><td>Facilities in good working order, filter changed regularly.</td></tr>
<tr><td>Interior: Interior Surfaces</td><td></td><td align="center">X</td><td></td><td>Ongoing repairs and painting continuously.</td></tr>
<tr><td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td><td align="center">X</td><td></td><td></td><td>IPM plan used district wide for pest control.</td></tr>
<tr><td>Electrical: Electrical</td><td align="center">X</td><td></td><td></td><td>Exit and emergency lighting checked regularly.</td></tr>
<tr><td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td><td></td><td align="center">X</td><td></td><td>Some ongoing repairs to restroom by Maintenance and Custodial.</td></tr>
<tr><td>Safety: Fire Safety, Hazardous Materials</td><td align="center">X</td><td></td><td></td><td>Fire extinguisher checked monthly. Combustible materials in fire cabinets.</td></tr>
<tr><td>Structural: Structural Damage, Roofs</td><td></td><td align="center">X</td><td></td><td>Ongoing repairs, new roofing installed, also on yearly replacement plan.</td></tr>
<tr><td>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td></td><td align="center">X</td><td></td><td>Ongoing repairs by Custodial and Maintenance.</td></tr>
</table>

Overall Facility Rating (Most Recent Year)

<table>
<tr><td colspan="5" align="center">Year and month in which data were collected: February 2015</td></tr>
<tr><td rowspan="2">Overall Rating</td><td align="center">Exemplary</td><td align="center">Good</td><td align="center">Fair</td><td align="center">Poor</td></tr>
<tr><td></td><td align="center">X</td><td></td><td></td></tr>
</table>

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	57	35	44
Mathematics	28	23	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	259	244	94.2	17	23	37	20
Male	11	259	136	52.5	24	25	37	12
Female	11	259	108	41.7	8	20	37	31
Black or African American	11	259	2	0.8	--	--	--	--
American Indian or Alaska Native	11	259	1	0.4	--	--	--	--
Asian	11	259	1	0.4	--	--	--	--
Filipino	11	259	2	0.8	--	--	--	--
Hispanic or Latino	11	259	26	10.0	8	23	38	27
White	11	259	197	76.1	16	23	38	20
Two or More Races	11	259	15	5.8	13	27	40	20
Socioeconomically Disadvantaged	11	259	134	51.7	25	24	35	11
English Learners	11	259	3	1.2	--	--	--	--
Students with Disabilities	11	259	44	17.0	43	34	14	0
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	259	246	95.0	46	23	19	9
Male	11	259	137	52.9	52	22	18	7
Female	11	259	109	42.1	39	25	20	11
Black or African American	11	259	2	0.8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	**11**	259	1	0.4	--	--	--	--
Asian	**11**	259	1	0.4	--	--	--	--
Filipino	**11**	259	2	0.8	--	--	--	--
Hispanic or Latino	**11**	259	27	10.4	56	15	11	11
White	**11**	259	198	76.4	44	25	20	9
Two or More Races	**11**	259	15	5.8	33	27	27	13
Socioeconomically Disadvantaged	**11**	259	136	52.5	57	23	14	3
English Learners	**11**	259	3	1.2	--	--	--	--
Students with Disabilities	**11**	259	44	17.0	82	14	0	0
Foster Youth	**11**	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	58	63	66	60	58	57	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	66
Male	60
Female	72
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	65
White	66
Two or More Races	61
Socioeconomically Disadvantaged	34
English Learners	--
Students with Disabilities	56
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

Paradise High School continues to have a strong relationship with ROP, Workability, Butte Community College, and CSU, Chico. ROP courses include: Computer Game Programming, CISCO Networking, Computer Assisted Drafting (CAD), Automotive Repair, SAGE Entrepreneurial, Retail Sales and Services, Chef Prep, and Medical Assistant. We have also added new 2+2+2 courses aligned with Butte College (Advanced Photo, Computer Foundations, Advanced Computer Applications, Graphic Design, Welding, Auto Technology, and Public Speaking). PHS also participates in the CSU High School Scholar's program.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	471
% of pupils completing a CTE program and earning a high school diploma	18%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	57%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.11
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	31.93

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 High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	56	51	54	51	49	50	57	56	58
Mathematics	56	58	58	52	53	53	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50	26	24	47	38	15
All Students at the School	46	28	26	42	41	16
Male	54	27	19	41	43	16
Female	35	30	35	44	39	17
Hispanic or Latino	43	32	25	39	57	4
White	46	27	27	43	40	18
Two or More Races	43	30	27	40	37	23
Socioeconomically Disadvantaged	57	26	18	49	39	11
Students with Disabilities	89	11		86	14	

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.30	30.40	44.60

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)

PHS Administration, staff and leadership employ a wide range of strategies to encourage parent and community involvement. Strategies/activities include:
~A newsletter (Bobcat News) is mailed to each student's household and to numerous community members/organizations to keep parents and the community abreast of current happenings and opportunities for supporting the students and school.
~Back to School night in the fall is an opportunity for parents to obtain information about the school as a whole, and individual teacher requirements, strategies and expectations.
~Open House in the spring is a night for PHS students to share their work and accomplishments with their parents and the community.
~Academic and athletic awards nights and banquets demonstrate student success to parents and the community.
~Parental involvement is encouraged through School Site Council, Parent Teacher Student Club, All Sports Booster Club, Band Boosters, Sober Grad Night, Every 15 Minutes, Junior Parent Night, Workability Workshops, and Senior Breakfast committee.

~Parents and other community members are encouraged to run for School Site Council positions, participate on LCAP committees, participate as a guest speaker, judge Senior Projects, be presenters at career days, mentor Senior Projects, chaperone activities, and assist with fund raising.

~Parents receive notifications of expectations and student opportunities through the Student Handbook, Aeries Portals on the internet, phone calls, emails, and school and teacher web pages.

~Parent and student surveys are conducted annually.

~Student participation in community events such as Johnny Appleseed Days, Gold Nugget Celebrations, Chocolate Festival, Blues and Brews, Rock the Ridge, TA's for our elementary schools, Elementary Physical Education, Workability, band and musical production performances (Elks, Rotary, Kiwanis, Schools, Retirement Centers) allows students to reach out to the community.

~PHS is extremely effective at incorporating support from community resources, organizations, and businesses into all aspects of our school programs. Advertising from the community adorns the gym, track, poster boards, and marquee. Business partnerships support our school community through SAGE (Entrepreneurial class), tech prep, and ROP programs (100% of ROP students are placed in businesses). Service Clubs (Rotary, Elks, Masonic Lodge, Exchange Club, Lions, Mothers Against Drunk Drivers) throughout the community provide ongoing support. There is ongoing community participation in all school events (Athletic Events, Senior Projects, Senior Project Community Mentors, Senior Project Panel Participants). Blood drives are also supported by the community.

~An automated messaging call system (School Messenger) keeps students, parents and the community informed.

~Community fundraising to support education includes the following: Chocolate Festival, Blues and Brews, Dan Moriarty Annual Golf Tournament, and Rock the Ridge Annual Scholarship fundraiser.

~Our Administrative Team, school clubs, and various students all share information at School Board meetings.

~8th grade spring Visitation Day and the 9th grade summer Parent/Student meeting before school begins help to inform parents and students of the opportunities and expectations at the high school.

~ The community supports Bobcat Bucks (part of our PBIS program).

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.20	2.70	3.20	8.60	11.60	9.30	13.10	11.40	11.50
Graduation Rate	92.66	97.29	96.02	85.91	85.26	88.10	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	**District**	**State**
All Students	93.33	87.99	84.6
Black or African American		100	76
American Indian or Alaska Native	100	83.33	78.07
Asian	100	100	92.62
Filipino		100	96.49
Hispanic or Latino	90.48	83.33	81.28
Native Hawaiian/Pacific Islander			83.58
White	93.02	88.19	89.93
Two or More Races	100	91.3	82.8
Socioeconomically Disadvantaged	84.21	67.74	61.28
English Learners		50	50.76
Students with Disabilities	91.23	83.84	81.36
Foster Youth	--	--	--

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		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	5.25	6.99	8.31	9.40	8.88	9.41	5.07	4.36	3.80
Expulsions	1.11	0.41	0.81	0.65	0.41	0.45	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Paradise High School has developed and implemented a comprehensive Safe Schools Plan that includes all components as required under Education Code Section 32280. This plan was developed in collaboration with the School Site Council, school staff and administration, Paradise Police Department, Butte County Sheriff's Department, Paradise Fire Department, and the Town of Paradise. The plan addresses safe ingress and egress, civil unrest, weapons on campus, maintaining order on campus, natural disasters, armed intruders, fire and earthquake, etc. The plan contains all of the information required by law and is reviewed annually by the PUSD Governing Board, School Site Council, and school administration. The plan is discussed with school staff each school year. Emergency plans and exit routes are posted in each classroom. Emergency drills are conducted at regular intervals throughout the school year as required by California Education Code Sections 32001 and 32282. Lock down drills are also conducted.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	No	No	Yes
Met Participation Rate: Mathematics	No	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		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	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	26	20	15	22	24	18	13	21	25	23	8
Mathematics	20	22	13	9	20	20	23	1	19	21	18	2
Science	19	16	16	3	20	13	15	4	19	15	20	
Social Science	21	19	11	13	20	21	14	11	19	24	18	7

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	368
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,657	$3,238	$5,419	$67,416
District	N/A	N/A	$5,023	$61,262
Percent Difference: School Site and District	N/A	N/A	7.9	10.0
State	N/A	N/A	$5,348	$65,267
Percent Difference: School Site and State	N/A	N/A	1.3	3.3

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

Types of Services Funded (Fiscal Year 2014-15)

The high school is a comprehensive program that allows the students to earn a diploma upon graduation. CTE, foreign languages and VAPA programs supplement the instructional education.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$35,370	$40,379
Mid-Range Teacher Salary	$53,200	$62,323
Highest Teacher Salary	$79,000	$81,127
Average Principal Salary (Elementary)	$84,835	$99,192
Average Principal Salary (Middle)	$94,135	$91,287
Average Principal Salary (High)	$100,397	$112,088
Superintendent Salary	$165,000	$159,821
Percent of Budget for Teacher Salaries	38%	36%
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/.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	1	N/A
All courses	9	.5

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Professional development opportunities are available through Paradise Unified School District, Butte County Office of Education, Aeries, and other providers. Content is delivered through conference attendance, workshops on campus during staff development days, one on one coaching from curriculum content experts, and online workshops.

LCAP goals, student achievement data, and the roll out of Common Core drive the vast majority of our profession development at Paradise High School. However, student social and emotional issues and adjustment to high school are also being addressed through staff development.

Following is a summary of the many staff development trainings:

Accelerated Reader
Aeries
AP training
AVID
BUCK Institute training on problem based learning
California Council for the Social Sciences Conference
CCSS Math Integration
Common Core Language Arts
Creativity At The Core a three day training held at Loyola Marymount
CSU Sacramento band director's workshops
CUE
Document Camera
Document-Based Questions
Google
Health and Engineering Pathway Grant
Illuminate
Link Crew
Next Generation Science Standards
NGSS Implementation
NGSS under the California Science Projects of Inland Northern California
Northern California Math Project
SBAC Implementation
Share My Lesson
Smart Board
Teacher web-page
Technology in the classroom
Theater Institute at the American Conservatory Theater