

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School Information	
School Name	Paradise High School
Street	5911 Maxwell Drive
City, State, Zip	Paradise, CA 95969
Phone Number	530.872.6425
Principal	Michael Lerch
E-mail Address	mleerch@pusdk12.org
District Information	
District Name	Paradise Unified School District
Phone Number	530.872.6400
Web Site	www.pusdk12.org
Superintendent	Steve Jennings
E-mail Address	cjohnson@pusdk12.org

School Description and Mission Statement

This section provides information about the school's goals and programs.

Paradise High School, a comprehensive high school serving the educational needs of ninth through twelfth grade students, is a school committed to providing a quality education based on the individual needs of our students.

The mission of Paradise High School is to ensure a safe and caring environment, providing every student with the opportunity to graduate as a responsible, confident citizen who is a life-long learner with a personal vision of 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.

The Paradise community may take great pride in both 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.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

In an effort to increase parent and community involvement, Paradise High School offers the following opportunities for parent participation:

- Parent-Teacher-Student Organization (PTSO)
- Band Boosters
- School Site Council
- Regional Occupation Program Advisory Boards
- Vocational Education Act Parent Advisory Board
- Quarterly Parent/Community Bobcat Newsletter

In addition, parents may become involved at PHS by attending any number of athletic, music or dramatic activities, by attending our annual Back to School and Open House nights, our Academic Awards nights, by becoming a member of the Grad Night planning committee or by serving on a Senior Project presentation panel. Parents may contact the school for information on any of the above organizations or activities.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	443
Grade 2	0	Grade 10	429
Grade 3	0	Grade 11	394
Grade 4	0	Grade 12	359
Grade 5	0	Ungraded Elementary	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1625

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.9	White (not Hispanic)	90.1
American Indian or Alaska Native	1.3	Multiple or No Response	2.3
Asian	0.9	Socioeconomically Disadvantaged	33.4
Filipino	0.1	English Learners	0.0
Hispanic or Latino	4.2	Students with Disabilities	12.0
Pacific Islander	0.2	---	---

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	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	20.7	40	34	1	22.8	35	26	8	24.7	32	19	14
Mathematics	24.7	18	31	1	24.2	26	20	3	23.2	27	19	3
Science	27.7	5	30	2	26.6	11	18	7	26.9	6	25	4
Social Science	26.7	7	34	1	28.9	4	25	8	30.9	2	18	18

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Paradise High School has developed and implemented a comprehensive safety plan. This plan was developed in collaboration with the School Site Council, school staff and administration, School Resource Officer, Paradise Police Department and the Butte County Sheriff's Department. The plan addresses safe entry and exit, 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 and school administration. The plan is discussed with school staff each August on the day before students return to school following summer break. Emergency plans are posted in each classroom. Emergency drills are conducted at regular intervals throughout the school year.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Paradise High School has a responsibility to maintain a safe and orderly learning environment for all students. Any behavior that interferes with another student's right to learn or any behavior on the part of the student that tends to undermine the authority of the teacher or any other staff member is unacceptable. Paradise High School's four counselors are an essential part of our schoolwide discipline program. PHS school counselors work with students in a proactive approach to discipline through student counseling and parent-teacher conferences. School administrators support and enforce the discipline policies of the school.

In addition to the three on-site administrators who are on campus before, during and after school, PHS employs three full-time campus supervisors, a school resource officer, and two part-time intervention specialists. All of these staff members carry cellular phones and handheld radios and each classroom has a working telephone. Paradise High School also has the capacity to make public address announcements over the intercom system. Teachers and staff receive annual training regarding the school's safety plan and regular fire, earthquake and lock-down drills are conducted during the school year.

Parents play a vital role in all programs and activities that promote a positive learning environment. Parents are kept updated and informed of their child's learning environment through phone calls from school staff, automated dialers, a quarterly newsletter, local newspaper announcements, written teacher communications, parent/teacher/student conferences and invitations to all school sponsored events.

Also available at Paradise High School are tobacco education and awareness programs, a comprehensive multi-step substance abuse intervention program, anger management classes and peer counseling opportunities. Students are recognized through assemblies and special awards nights for displaying exemplary behavior as well as academic and athletic achievements.

Suspensions and Expulsions

This table displays the number of suspension and expulsion incidents at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Suspensions	181	237	194	183	237	204
Expulsions	15	41	23	29	47	28

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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, VCR and at least one internet-connected computer. There are five classroom computer labs on campus as well as a number of student use computers in the library and in our career center. The library serves as an important teaching and learning center for staff and students.

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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair	Repair Needed and Action Taken or Planned
Gas Leaks	[X]	
Mechanical Systems	[X]	The site has an energy management system that is monitored.
Windows/Doors/Gates (interior and exterior)	[X]	
Interior Surfaces (walls, floors, and ceilings)	[X]	
Hazardous Materials (interior and exterior)	[X]	
Structural Damage	[X]	
Fire Safety	[X]	Several rooms do not have current and properly placed fire extinguishers; no fire exit route is posted in several classrooms. These conditions will be remedied.
Electrical (interior and exterior)	[X]	Lighting for the entire site has been upgraded and retrofitted.
Pest/Vermin Infestation	[X]	
Drinking Fountains (inside and outside)	[X]	
Restrooms	[X]	
Sewer	[X]	The site is on a septic system.
Playground/School Grounds	[X]	
Other	[X]	The downspout near room 122 has detached from the gutter; this will be repaired.

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-2004	2004-2005	2005-2006	2005-2006
With Full Credential	74	75	71	280
Without Full Credential	3	3	4	7
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	---	0	0
Total Teacher Misassignments	---	0	0
Vacant Teacher Positions	---	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	92.2	7.8
All Schools in District	93.0	7.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	91.0	9.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Our district works diligently to provide qualified substitutes in the event a teacher should be absent. Teacher qualifications are a priority. Occasionally no one is available from the substitute pool and a teacher or administrator from the school must fill in. There are currently 85 teachers in our substitute pool with full or emergency credentials. This number has decreased from 114 in the past year; however, student population has also decreased. Recruitment for qualified substitutes is ongoing.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The district's evaluation program for all teaching staff meets Education Code requirements and focuses on the identification of sound teaching that aligns with the California Teaching Standards. Emphasis is placed on the support and development of new teachers and continuing professional growth for veteran teachers. All probationary and temporary teachers are evaluated yearly and permanent teachers every third year. Teachers set improvement goals for the year they are evaluated and professional growth goals between evaluations. Probationary teachers receive formal observations while permanent staff have a menu of evaluative experiences to choose from. Teachers who are identified as needing improvement are placed on "Professional Improvement Status" with documentation of progress and recommendations for future status. Individuals continuing to need improvement are placed on "Intensive Assistance Status" and then "Conditional Intensive Assistance Status." The final result of unsatisfactory performance could be termination. The results of teacher evaluation are confidential between the individual teacher and district.

Each teacher is required to participate in 21 hours of staff development every year. Opportunities are provided by the district after school and during the summer. During the past three years two total work days have been set aside for staff development. Some schools have utilized early release days for students to provide staff development for teachers at those sites.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.6	451.4
Library Media Teacher (Librarian)	1.0	--
Library Media Services Staff (paraprofessional)	.75	--
Psychologist	.8	--
Social Worker		--
Nurse	.5	--
Speech/Language/Hearing Specialist	.5	--
Resource Specialist (non-teaching)		--
Other		--

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. 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 are aligned to State content standards and are approved by the PUSD Board of Trustees. Students have access to a wide variety of instructional materials including texts, workbooks, lab equipment, reference resources, library and audiovisual materials. The school library and other technology resources provide students and staff with powerful 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 current and consistent with state adoption and curriculum framework cycles. In addition, varied supplemental programs are utilized in classrooms and intervention programs are used for academic support for struggling learners and students at risk for not passing the CA High School Exit Exam.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	The Language of Literature, McDougal Littell, ©2002	0%
Mathematics	Concepts and Skills, McDougal Littell, ©2001 Algebra: Tools for a Changing World, Prentice Hall ©1998	0%
Science	Holt Science Spectrum: Physical Science, ©2001 Holt Biology, ©1998	0%
History-Social Science	World History, Prentice Hall, ©2003 U.S. History, Prentice Hall, ©2002	0%
Foreign Language		
Health	Modern Health, Glencoe, ©1994	0%
Science Laboratory Equipment (grades 9-12)	Available in all laboratory science classes	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$50,435
Percent Difference – School Site and District	---	---		
State	---	---	\$4,743	\$54,823
Percent Difference – School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,340	\$36,796
Mid-Range Teacher Salary	\$44,869	\$54,062
Highest Teacher Salary	\$68,680	\$68,679
Average Principal Salary (Elementary)	\$76,518	\$83,916
Average Principal Salary (Middle)	\$73,798	\$86,752
Average Principal Salary (High)	\$82,112	\$92,915
Superintendent Salary	\$96,217	\$121,387
Percent of Budget for Teacher Salaries	39.7	40.2
Percent of Budget for Administrative Salaries	4.6	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	48	47	44	44	46	47	36	40	42
Mathematics	20	24	25	32	37	39	34	38	40
Science	61	37	43	41	35	42	25	27	35
History-Social Science	42	44	39	34	33	33	29	32	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	9	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino				
Hispanic or Latino	24	7	28	8
Pacific Islander	*	*	*	*
White (not Hispanic)	45	26	45	40
Male	36	25	41	37
Female	53	25	47	41
Economically Disadvantaged	31	18	33	27
English Learners	*	*	*	*
Students with Disabilities	11	8	8	6
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	58			53	52	55	43	41	42
Mathematics	56			53	53	57	51	52	53

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
9	39.2

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-2004	2004-2005	2005-2006
Statewide	7	7	7
Similar Schools	4	2	3

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		API Score	
	2003-04	2004-05	2005-06	2006
All Students at the School	10	24	-15	707
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	13	20	-15	709
Socioeconomically Disadvantaged	17	21	-13	646
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

No schools in the district were under sanctions or in state intervention programs.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Dropout Rate (1-year)	1.6	1.3	0.7	2.9	3.2	2.8	3.2	3.3	3.1
Graduation Rate	93.2	94.5	97.2	89.1	86.7	88.6	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Paradise High School offers career-technical education programs aligned with the state approved Carl D. Perkins Career-Technical Education Plan. Our Vocational Education policy includes vocational guidance and counseling that encompasses self-knowledge and the interpersonal skills necessary in selecting an occupation, knowledge of the world of work, knowledge and skills necessary in planning an occupational pursuit and a career portfolio. With the wide variety of career, technical and vocational courses offered, Paradise High School students are well prepared to enter the workforce.

Paradise High School oversees student work permits, offers an annual career day and provides credit for students participating in our Work Experience program (ROP). Courses offered include computer technology, computer repair, broadcast journalism, auto repair, drafting, computer graphics and animation, web page design, welding, wood products manufacturing, home economics, advanced chef prep, residential construction and environmental construction.

All students are encouraged to participate in programs that meet their educational and career goals. Comprehensive counseling programs are in place which assist students in the selection of courses and the development of a four-year educational plan. The school also maintains a career center with a full-time career technician to assist students with career interests, career inventories, college/career/scholarship information and ROP enrollment.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	1,065
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Courses Required for UC/CSU Admission
Number of Students Enrolled in Courses	63.3
Percent of Graduates Who Completed All Courses	12.7

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	1	---
Science	2	---
Social Science	2	---
All courses	7	2.0

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Paradise High School does not offer a college admission test program per se, but we do offer PSAT/SAT preparation workshops annually.

The Butte College assessment tests are given on campus on a regular basis.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	24.1	25.2	21.4
Average Verbal Score	525	545	525
Average Math Score	533	537	536
Average Writing Score	---	---	503

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The staff and administration at Paradise High School are dedicated and committed to providing a high quality, standards-based instruction for all students. Core focus standards have been extracted from the State list and are identified as essential learning for each grade level. The education program offers a balanced curriculum that stresses critical thinking, problem solving, creativity, communication skills and technology. Instruction is differentiated for students who need additional time to master standards.

All students at Paradise High School receive core curriculum in reading/language arts, mathematics, science and social science based on district board policy that follows the Education Code of the State of California. Additionally, students take physical education courses and a variety of visual and performing arts and career/vocational courses. Student progress is monitored by teachers, counselors and administrators and is measured by a variety of state tests on an annual basis, and on-going formative and summative assessments provided by teachers.

Students with identified special needs receive support and services through a variety of specialized programs. Programs/classes offered at Paradise High School include AP classes, before school drop-in tutorial classes, resource classes, remedial reading courses, developmental reading courses, a severely emotionally disturbed classroom, a moderate/severe disabled classroom and a special day program.

Leadership at Paradise High School is shared among the principal, two assistant principals, department chairpersons, the School Site Council consisting of parents, students, teachers and classified employees, and by the Parent-Teacher-Student Organization.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

In 2005/2006 the district provided a staff development program for teachers and staff through workshops offered in summer sessions, after school and on minimum days. Staff development activities were both site-based to meet school needs and district-sponsored. Teachers attended a minimum of twenty-one hours of training on standards-based instruction and strategies to improve student achievement and the core content areas that include mathematics, English language arts, science, social studies and technology. Teachers were supported in implementation of new instructional strategies through collaboration and coaching by teacher leaders and administrators at the district and site levels. Teachers were offered the opportunity to participate in AB 466 Reading/Language Arts or Mathematics to learn how to effectively use adopted programs

Administrators participated in ongoing staff development in developing effective leadership through reading educational articles/research and monthly meetings. Several administrators participated in AB 75 Administrative Leadership Training.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,232	64,800
10	65,232	64,800
11	65,232	64,800
12	65,232	64,800

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

During the 2005/2006 school year, eight minimum days were utilized. five for development of the WASC (Western Association of Schools and Colleges) accreditation report and three for end-of-the-year final exams.