School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

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 on the California Department of Education (CDE) SARC Web page 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.

I. Data and Access

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)
This section provides the school's contact information.

School		District	
School Name	Ridgeview High School	**District Name**	Paradise Unified School District
Street	13665 Skyway	**Phone Number**	530.872.6400
City, State, Zip	Magalia, CA 95954	**Web Site**	www.pusdk12.org
Phone Number	530.872.6478	**Superintendent**	Roger Bylund
Principal	Jeff Marcus	**E-mail Address**	cjohnson@pusdk12.org
E-mail Address	jmarcus@pusdk12.org	**CDS Code**	04-61531-0432856

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Ridgeview High School is the alternative high school serving the Paradise Unified School District. The school serves students in grades 10-12 and has an enrollment of 150 students. Students are referred for reasons of academic deficiency and/or attendance and discipline issues. Students have the opportunity to make up missing courses and to transfer back to the comprehensive high school or remain at Ridgeview and receive a high school diploma. The student:teacher ratio is 22:1. Students can enroll in all required academic classes for high school graduation and selected elective classes. Ridgeview High School successfully completed the Self Study process and was awarded a six-year accreditation through the Western Association of Schools and Colleges.

The school offers various support programs for students, including a full-time resource teacher, mathematics and reading intervention classes, full-time school counselor, psychological and nursing services, and probation and law enforcement services.

Opportunities for Parental Involvement (School Year 2009-10)

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

Parents are involved in the school through various activities including surveys, school based activities, field trips, sporting events and award assemblies. During the 2008/2009 school year, Ridgeview High School completed the Self Study process for accreditation through the Western Association of Schools and Colleges. Parent involvement was an integral part of this process including committee meetings and on site meetings with the visiting committee.

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Grade 9	1
Grade 10	19
Grade 11	48
Grade 12	51
Total Enrollment	119

Student Enrollment by Group (School Year 2009-10)

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
Black or African American		White	84
American Indian or Alaska Native	3	Two or More Races	
Asian	0.84	Socioeconomically Disadvantaged	80
Filipino		English Learners	1
Hispanic or Latino	7	Students with Disabilities	17
Native Hawaiian/Pacific Islander			

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	2007-08				2008-09				2009-10			
	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	12.8	6	0	0	16.5	12	0	0	16.5	12	0	0
Mathematics	15.5	5	1	0	18.5	5	1	0	18.5	5	1	0
Science	22	1	3	0	24.0	1	3	0	24.0	1	3	0
Social Science	23.9	1	6	0	20.0	8	0	0	20.0	8	0	0

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The Ridgeview High School Safety Plan meets all Federal, State, District and school site regulations and adopted policies relating to the requirements of Senate Bill 187.

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	16.5	40.3	53.8	16.3	23.3	21.2
Expulsions	2.4	3.0	7.6	1.0	0.9	0.8

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Student/parent questionnaires indicate 100% satisfaction with the campus, facilities and restrooms.

School Facility Good Repair Status (School Year 2010-11)
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	• No gas leaks were detected at the time of inspection. • 25% of all systems are on automated controls. Filters are changed regularly and maintenance is continuous. • The site has one standard septic system that is evaluated as required by the Town of Paradise.
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	• Wall surfaces are painted and repairs made continuously.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	• The site is in good order and maintained in a clean condition. • No pest/vermin infestation was detected.
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	• Exit and emergency lighting is checked regularly and noted monthly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	• Restrooms are in good order, well stocked and clean. • Drinking fountains receive regular maintenance and daily cleaning.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	• Fire extinguishers are serviced annually and are checked monthly. • Chemical cleaners are stored out of reach of students. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	• No structural damage was observed. • The roofs are in good condition and maintenance is continuous.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	• Grounds and equipment are checked and recorded monthly. Repairs are done by site staff. • Minor adjustments on all window/door/gate/ fence hardware is done by site staff.
Overall Rating	[ ]	[X]	[ ]	[ ]	• Ridgeview High School is maintained in good repair. Some non-critical deficiencies were noted and are a result of minor wear and tear. These deficiencies are in the process of being addressed as required.

V. 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 on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	7	8	8	229
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence	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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	84.2	15.8
All Schools in District	94.8	5.2
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)
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		
Counselor (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		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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. In this regard, our primary goal is to provide instruction and materials that are aligned to the California Content Standards. The district textbook review and approval process considers instructional materials that have been approved by the State Board of Education (SBE) for textbook adoption. Students have access to a wide variety of instructional materials including texts, workbooks, math and science equipment, reference resources, library and audiovisual materials. The school library and other technology resources provide students and staff with additional tools for learning and accessing information.

Annually the district surveys availability and adequacy of textbooks and science laboratory materials. Sufficient standards-aligned core textbooks are provided for each student on a one-to-one basis. Adequate materials support English language learners. District-adopted materials are consistent with state requirements. In addition various supplemental programs are utilized in classrooms and a number of intervention programs are used for academic support for struggling learners.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	The Language of Literature, McDougal Littell, ©2000	0	Yes
Mathematics	Algebra: Tools for a Changing World, Prentice Hall, ©2001 Geometry: University of Chicago Math Project, Scott Foresman, ©1998 CPM Geometry, Foresman/Wesley, ©2005 Algebra II-Trigonometry, Glencoe, ©1995	0	Yes
Science	Holt Science Spectrum-A Physical Approach, Holt, Rinehart & Winston, ©2001 Holt Biology: Visualizing Life, Holt, Rinehart & Winston, ©1998 Biology, McDougal Littell, ©2008 Modern Chemistry, Holt, Rinehart & Winston	0	Yes
History-Social Science	World History: Connections to Today-Modern Era, Prentice Hall ©2003 U.S. History: America-Pathways to the Present, Prentice Hall, ©2002 Magruder's American Government, Prentice Hall, ©2005 Economics, South-Western, ©1997	0	Yes
Foreign Language			Yes
Health	Glencoe, ©1998	0	Yes
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	0	Yes
Science Laboratory Equipment (grades 9-12)	Annual review of availability and quality	0	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at 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	$8,718	$2,965	$5,753	$45,185
District	---	---	$5,071	$57,999
Percent Difference: School Site and District	---	---	12	-21
State	---	---	$5,681	$61,706
Percent Difference: School Site and State	---	---	15	-30

Types of Services Funded (Fiscal Year 2009-10)

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

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

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,340	$38,970
Mid-Range Teacher Salary	$50,504	$59,776
Highest Teacher Salary	$75,335	$78,072
Average Principal Salary (Elementary)	$71,356	$94,605
Average Principal Salary (Middle)	$76,118	$98,480
Average Principal Salary (High)	$78,435	$106,266
Superintendent Salary	$155,500	$144,721
Percent of Budget for Teacher Salaries	37.3	38.8
Percent of Budget for Administrative Salaries	4.7	6.0

IX. Student Performance

Standardized Testing and Reporting Program
The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	14	9	9	47	50	50	46	50	52
Mathematics	0	7	7	39	42	42	43	46	48
Science	22	13	13	51	53	53	46	50	54
History-Social Science	5	12	12	35	38	38	36	41	44

Standardized Testing and Reporting 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
All Students in the LEA				
All Student at the School				
Male	10	12	7	18
Female	9	4	19	7
Black or African American				
American Indian or Alaska Native	*			*
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Native Hawaiian/Pacific Islander				
White	8	9	14	13
Two or More Races	*	*		*
Socioeconomically Disadvantaged	6	3	12	11
English Learners	*	*		*
Students with Disabilities	0	*	*	14
Students Receiving Migrant Education Services				

California High School Exit Examination
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison
This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	33.3	5.3	28.6	52.5	57.0	52.1	52.9	52.0	54
Mathematics	18.8	16.7	7.1	54.6	59.3	49.3	51.3	53.3	53.4

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48.7	26.7	24.6	51.5	36.8	11.7
All Students at the School						
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	66.7	33.3	0.0	91.7	8.3	0.0
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	72.7	27.3	0.0	90.9	9.1	0.0
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	*	*	*

X. 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 Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	B *	B *	B *
Similar Schools	B	B	B

Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	7	-34	-21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	518	749	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino		737	715
Native Hawaiian/Pacific Islander			753
White		753	838
Two or More Races		741	808
Socioeconomically Disadvantaged		706	712
English Learners			692
Students with Disabilities		526	580

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 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 Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	No	No
API	No	Yes
Graduation Rate	No	No

Federal Intervention Program (School Year 2010-11)

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 (ELA 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 Adequate Yearly Progress (AYP) Web page 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	---	2
Percent of Schools Currently in Program Improvement	---	16.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at http://www.calstate.edu/SAS/admreq.shtml.

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 which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2006-07	**2007-08**	**2008-09**	**2006-07**	**2007-08**	**2008-09**	**2006-07**	**2007-08**	**2008-09**
Dropout Rate (1-year)	11	12	22	2	4	4	5	5	6
Graduation Rate	86	75	65	91	85	84	81	80	79

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	117.6	94.8	94.5
Black or African American	0	.8	89.7
American Indian or Alaska Native	14.3	1.3	95.3
Asian	2	.5	97.4
Filipino	0	0	98.2
Hispanic or Latino	7.8	10.4	91.6
Native Hawaiian/Pacific Islander	0	.3	95.2
White	98	78.7	98.1
Socioeconomically Disadvantaged	78.4	36.1	91.3
English Learners	0	1.6	98.5
Students with Disabilities	15.7	11.9	53.4

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Students have access and opportunity to enroll in career and vocational classes through the Butte County Office of Education as part of his/her regular program

Career Technical Education Participation (School Year 2009-10)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2009-10)

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 on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2009-10)

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 on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development opportunities were available through Paradise Unified School District, Butte County Office of Education and other providers. Content consisted of a variety of subject matter including English language arts, math, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education.