Paradise High School
School Accountability Report Card
Reported Using Data from the 2011-12 School Year
Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

School Contact Information	
School Name	Paradise High School
Street	5911 Maxwell Drive
City, State, Zip	Paradise, CA 95969
Phone Number	530-872-6425
Principal	Michelle John / Jeff Marcus
E-mail Address	mjohn@pusdk12.org
CDS Code	04-61531-0437350

District Contact Information	
District Name	Paradise Unified School District
Phone Number	530-872-6400
Web Site	www.pusdk12.org
Superintendent	Roger Bylund
E-mail Address	jrobbins@pusdk12.org

School Description and Mission Statement (School Year 2011-12)
This section provides information about the school, its programs and its goals.

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 work as a learning community to ensure that all students demonstrate high levels of academic achievement. Our school culture is focused on the shared commitment to be safe, respectful and responsible. We will 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.

We are committed to providing a safe, enriched, student-centered learning environment where upon graduation, Paradise High School students will have the knowledge and skills necessary to be able to demonstrate: RISE UP! (Expected Student Learning Results)

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 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 (School Year 2011-12)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

In an effort to increase parent and community involvement, Paradise High School offers the following opportunities for parent participation:
- • Band Boosters
- • Career Technical Education Act Parent Advisory Board
- • ConnectEd
- • Fusion Parent Advisory Board
- • Marquee
- • Parent-Teacher-Student Organization (PTSO)
- • Positive Behavior Interventions Supports Leadership Team
- • Quarterly Parent/Community Bobcat Newsletter
- • Regional Occupation Program Advisory Board
- • School Site Council
- • Sports Boosters
- • WASC Leadership Team, Focus Groups, and Home Groups
- • Website

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 (School Year 2011-12)

Grade Level	Number of Students
Grade 9	272
Grade 10	320
Grade 11	301
Grade 12	276
Total Enrollment	1,169

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.8	**White**	82.7
American Indian or Alaska Native	1.1	**Two or More Races**	4.9
Asian	1	**Socioeconomically Disadvantaged**	52.8
Filipino	0.3	**English Learners**	0.9
Hispanic or Latino	9.1	**Students with Disabilities**	16.6
Native Hawaiian/Pacific Islander	0.1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	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	27.1	14	16	24	27.4	15	11	22	23.1	21	11	16
Mathematics	25.2	13	11	19	28.6	4	13	15	28.2	4	17	8
Science	28.2	3	19	3	27.8	5	15	5	27.7	4	13	6
Social Science	31.5	1	16	19	27	7	13	16	24	12	17	10

* 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.

III. School Climate

School Safety Plan (School Year 2011-12)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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, Butte County Sheriff's Department, Paradise Fire Department, and the Town of Paradise. 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 and exit routes are posted in each classroom. Emergency drills are conducted at regular intervals throughout the school year.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	18.32	14.14	10.86	21.2	18.74	19.59
Expulsions	1.17	1.18	.60	0.75	0.5	.64

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August, 2012

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, DVD 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. The school was partially painted during the summer of 2012. Painting will continue through the remainder of the 2012-2013 school year.

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. Preliminary steps have already begun for the planned June 2013 ground breaking of these new buildings.

School Facility Good Repair Status (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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. • 50% of all HVAC systems are on automated controls. Filters are changed regularly and maintenance is continuous. • The site has one hybrid septic system that is evaluated as required by the Town of Paradise.
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	• Walls are painted and repairs made on a continuous basis.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	• The site is in good repair, clean and well maintained, considering the age of the school. • No pest/vermin infestation was observed.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
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 checked monthly. • The school alarm system should be replaced in the near future.
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 completed by site staff. • Minor adjustments on window/door/gate/fence hardware are made by site and maintenance staff.
Overall Rating	[ ]	[X]	[ ]	[ ]	• Site is in good repair and maintained in a clean condition considering age of school.

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	61	68	59	228
Without Full Credential	3	0	1	9
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	5	2

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

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
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	297
Counselor (Social/Behavioral or Career Development)	1.0	---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (Paraprofessional)	0.75	---
Psychologist	0.8	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist	0	---
Other	0	---

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2012

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	Yes	0%
Science	Prentice Hall (Pearson): Physical Science, Conceptual Physics, ©2009 Prentice Hall (Pearson), Biology, 2007 Biology, McDougal Littell, ©2008 Holt, Rinehart & Winston Modern 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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish 1-4 - Prentice Hall, ©2005 French 1-4 - McDougal Littell, ©2000 German 1-4 - Holt, Reinhart & Winston, ©2003	Yes	0%
Health	Glenco 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%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,343	3,620	4,723	59,936
District	---	---	$4,894	$56,526
Percent Difference: School Site and District	---	---	-3.49%	3.73%
State	---	---	$5,455	$62,892
Percent Difference: School Site and State	---	---	-1.29%	0.67%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$33,041	$38,725
Mid-Range Teacher Salary	$48,593	$59,717
Highest Teacher Salary	$72,484	$77,957
Average Principal Salary (Elementary)	$72,185	$95,363
Average Principal Salary (Middle)	$74,668	$98,545
Average Principal Salary (High)	$79,250	$107,031
Superintendent Salary	$152,971	$149,398
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

• **California Standards Tests (CSTs)**, which 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 nine through eleven.

• **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

• **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	48	49	52	50	49	55	52	54	56
Mathematics	29	26	30	42	40	44	48	50	51
Science	54	56	69	53	57	67	54	57	60
History-Social Science	42	52	52	38	44	46	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	55	44	67	46
All Student at the School	52	30	69	52
Male	44	34	68	58
Female	61	26	69	47
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	49	30	53	40
Native Hawaiian/Pacific Islander				
White	53	30	70	53
Two or More Races	50	29	67	44
Socioeconomically Disadvantaged	43	26	58	46
English Learners				
Students with Disabilities	19	16	24	17
Students Receiving Migrant Education Services				

*   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 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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	56	62	57	52	57	52	54	59	56
Mathematics	57	57	54	49	51	48	54	56	58

*   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 High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	23	30	52	34	14
All Students at the School	43	24	33	46	37	17
Male	49	24	27	47	36	16
Female	36	24	41	45	38	17
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	44	11	44	56	22	22
Native Hawaiian/Pacific Islander						
White	42	25	34	45	39	16
Two or More Races	47	27	27	46	23	31
Socioeconomically Disadvantaged	54	23	23	58	32	11
English Learners						
Students with Disabilities	89	7	4	97	3	0
Students Receiving Migrant Education Services						

*   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 Physical Fitness Test Results (School Year 2011-12)
The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.5	26.2	41.3

*   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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2009	2010	2011
Statewide	6	5	5
Similar Schools	5	4	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	3	4	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	8	1	19
Two or More Races			
Socioeconomically Disadvantaged	-7	17	14
English Learners			
Students with Disabilities	12	-10	57

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	772	765	2,922	773	4,664,264	788
Black or African American	4		12	752	313,201	710
American Indian or Alaska Native	10		23	705	31,606	742
Asian	7		27	749	404,670	905
Filipino	4		14	809	124,824	869
Hispanic or Latino	65	719	337	739	2,425,230	740
Native Hawaiian/Pacific Islander	0		3		26,563	775
White	650	769	2,284	775	1,221,860	853
Two or More Races	32	776	222	804	88,428	849
Socioeconomically Disadvantaged	408	727	1,734	738	2,779,680	737
English Learners	4		39	659	1,530,297	716
Students with Disabilities	124	516	371	567	530,935	607

Adequate Yearly Progress

The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	No

Federal Intervention Program (School Year 2012-13)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	28.6

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 course 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 UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	1.8	3.7	5.8	4.2	8.8	11.7	5.7	16.6	14.4
Graduation Rate	91.78	94.52	92.95	83.66	89.24	84.71	78.59	80.53	76.26

*   The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2012		
	School	District	State
All Students	240	314	---
Black or African American	0.82%	0.63%	---
American Indian or Alaska Native	1.23%	0.94%	---
Asian	1.65%	1.25%	---
Filipino	0		---
Hispanic or Latino	10.70%	10.38%	---
Native Hawaiian/Pacific Islander	0.41%	0.31%	---
White	81.07%	81.13%	---
Two or More Races	4.12%	5.35%	---
Socioeconomically Disadvantaged	41.66%	47.13%	---
English Learners	2.08%	1.59%	---
Students with Disabilities	15.00%	14.33%	---

*   "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Paradise High School offers several different programs for Career Technical Education. The school partners with Butte County ROP (Regional Occupation Program) to provide capstone courses for students to receive advanced training and access to career training and skill development. PHS offers courses in Media Arts, Construction, Culinary Arts, Drafting, Automotive, Information Technology, and Welding.

Career Technical Education Participation (School Year 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	742
% of pupils completing a CTE program and earning a high school diploma	95%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	89%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	54.2
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	22.3

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	3	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	1	---
Science	2	---
Social Science	1	---
All courses	7	2.7

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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.