Paradise High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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

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

School Description and Mission Statement (Most Recent Year)

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. Paradise High School sits on a 26 acre site, with a total of 65 classrooms and labs, a gymnasium, a small performing arts center, five computer labs, a library, two weight rooms, an auto shop, a welding room, and a student store. Outside recreational facilities include tennis courts, basketball courts, softball and baseball diamonds, a football field, and several practice fields.

The mission of Paradise High School is to work as a learning community to ensure that all students demonstrate high levels of academic achievement. Our school culture is focused on 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.

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

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

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

Safe - personally, emotionally, and physically.
For example, the student will:
- Set appropriate goals for physical fitness, hygiene, nutrition, and emotional health.
- Demonstrate academic and personal honesty.
- Work with others to identify problems and reach consensus in a positive manner.

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

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

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

The Paradise community 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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	297
Grade 10	305
Grade 11	231
Grade 12	255
Total Enrollment	1,088

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	0.6
Filipino	0.5
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0.0
White	78.9
Two or More Races	8.2
Socioeconomically Disadvantaged	54.2
English Learners	0.5
Students with Disabilities	16.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	59	52	55	210
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	2	0	2

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	100.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September, 2014

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	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 & WinstonModern Chemistry, 2009 Addision Wesley, Physics, 2002	Yes	0%
History-Social Science	Prentice Hall, World History: Connections to Today: Modern Era, Prentice Hall, ©2003 Prentice Hall, U.S. History - America: Pathways to the Present, ©2001 Wadsworth, American Government, 2012 The Challenge of Democracy (AP), Houghton Mifflin, ©2002 Teachers Curriculum Institute, Econ Alive! Power of Choice, 2010	Yes	0%
Foreign Language	Spanish 1-4 - Prentice Hall, ©2005 French 1-4 - McDougal Littell, ©2000 German 1-4 - Holt, Reinhart & Winston, ©2003	Yes	0%
Health	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%

School Facility Conditions and Planned Improvements (Most Recent Year)

While many of the Paradise High School facilities are beginning to display signs of aging, the students, school staff, parents and district maintenance personnel assist in the effort of keeping the facility clean and attractive. Each classroom contains a television, DVD, document camera, and at least one internet-connected computer. There are five classroom computer labs on campus, five tablet carts, two netbook carts, fifteen SMART Boards/Podiums, 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 summers of 2012, 2013, and 2014. Painting will continue through the remainder of the 2014-2015 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. During the summer of 2013 four older portable classrooms were demolished and eight new modular classrooms (and new restrooms) were installed. We continue to wait on state funding to begin our gym project.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	• Natural Gas at this site--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. • Insect and Wasp control ongoing by custodial staff, with help from the maintenance dept.
Electrical: Electrical	[X]	[ ]	[ ]	• Exit and emergency lighting is checked regularly and noted monthly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	• Custodial will utilize outside plumbing contractor to address restroom sinks.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	• Fire extinguishers are serviced annually and checked monthly. • Paint, shop class and science rooms all have cabinets for combustibles. • The school alarm system is adequate.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	Always an ongoing problem for custodial and maintenance departments to deal with.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	• Grounds and equipment are checked and recorded monthly. Ongoing repairs are completed by custodial and maintenance.

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	68	60	64	67	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	64
Male	65
Female	62
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	
White	67
Two or More Races	64
Socioeconomically Disadvantaged	56
English Learners	
Students with Disabilities	27
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49	52	56	49	55	54	54	56	55
Mathematics	26	30	29	40	44	44	49	50	50
History-Social Science	52	52	56	44	46	46	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	6	6
Similar Schools	4	7	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	4	18	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	1	19	-8
Two or More Races			
Socioeconomically Disadvantaged	17	13	-11
English Learners			
Students with Disabilities	-10	57	35

Note: "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.

Career Technical Education Programs (School Year 2013-14)

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

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	638
% of pupils completing a CTE program and earning a high school diploma	93%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	38%

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	61.07
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	25.29

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

	Percent of Students Scoring at Proficient or Advanced								
Subject	**School**			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	57	56	51	52	51	49	56	57	56
Mathematics	54	56	58	48	52	53	58	60	62

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

	English-Language Arts			Mathematics		
Group	**Not Proficient**	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	51	27	22	47	38	15
All Students at the School	49	26	24	42	41	17
Male	56	25	19	41	42	17
Female	40	28	32	45	39	17
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	55	23	23	48	34	17
Native Hawaiian or Pacific Islander						
White	48	27	24	41	42	17
Two or More Races	44	24	32	42	38	19
Socioeconomically Disadvantaged	58	26	16	52	36	12
English Learners						
Students with Disabilities	91	9		84	14	2
Students Receiving Migrant Education Services						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	13.0	29.4	42.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

PHS leadership employs a wide range of strategies to encourage parent and community involvement. Strategies/activities include:
- A monthly newsletter (Bobcat News) is mailed to each student's household and to numerous community members/organizations to keep parents and the community abreast of current happenings and opportunities for supporting the students and school.
- Back to School night in the fall is an opportunity for parents to obtain information about the school as a whole, and individual teacher requirements, strategies and expectations.
- Open House in the spring is a night for PHS students to show off to their parents and community their school programs and accomplishments.
- Academic and athletic awards nights and banquets demonstrate student success to parents and the community.
- Parental involvement is encouraged through School Site Council, Parent Teacher Student Club, All Sports Booster Club, Band Boosters, Sober Grad Night, Every 15 Minutes, Junior Parent Night, Workability Workshops, and Senior Breakfast committee.
- Parents and other community members are encouraged to run for School Site Council positions, participate as a guest speaker, judge Senior Projects, presenters at career days, mentors for Senior Projects, chaperones for activities, and fund raising participants.
- Parents receive notification of expectations and student success through the Student Handbook, Aeries Portals on the internet, phone calls, emails, and school and teacher web pages.
- Parent and student surveys are conducted annually.
- Student participation in community events such as Johnny Appleseed Days, Gold Nugget Celebrations, Chocolate Festival, Blues and Brews, Rock the Ridge, TA's for our elementary schools, Elementary Physical Education, Workability, band and musical production performances (Elks, Rotary, Kiwanis, Schools, Retirement Centers) allows students to reach out to the community.
- PHS is extremely effective in incorporating support from community resources in all aspects of the school program. Community advertising at gym, track, poster boards, marquee, community announcements at school, business partnerships with SAGE (Entrepreneurial class), tech prep, ROP programs (100% of ROP students are placed in businesses), College Connection, Service Clubs (Rotary, Elks, Masonic Lodge, Exchange Club, Lions, Mothers Against Drunk Drivers), Community participation in all school events (Football games, Senior Projects, Senior Project Community Mentors, Senior Project Panel Participants), Red Ribbon Week: Panel members from treatment facilities and Blood Drives.
- An automated messaging call system (School Messenger) keeps students, parents and community informed.
- Community fundraising to support education (Chocolate Festival, Blues and Brews, Dan Moriarty Annual Golf Tournament, and Rock the Ridge Annual Scholarship fundraiser).
- Our Administrative Team, school clubs, and various students all share information at School Board meetings.
- 8th grade spring Visitation Day and the 9th grade summer Parent/Student Meeting before school begins.
- Community support for Bobcat Bucks (part of our PBIS program).

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	4.2	4.2	2.7	10.2	8.6	11.6	14.7	13.1	11.4
Graduation Rate	94.17	92.66	97.29	85.61	85.91	85.26	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	**District**	**State**
All Students	91.13	84.15	84.56
Black or African American	100.00	100.00	75.90
American Indian or Alaska Native	75.00	75.00	77.82
Asian	50.00	100.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	87.50	64.86	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	93.31	89.53	90.15
Two or More Races	66.67	54.17	89.03
Socioeconomically Disadvantaged	88.17	79.75	82.58
English Learners	100.00	50.00	53.68
Students with Disabilities	79.59	77.97	60.31

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Suspensions	7.2	5.2	7.0	8.9	9.4	8.9	5.7	5.1	4.4
Expulsions	0.5	1.1	0.4	0.5	0.6	0.4	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Paradise High School has developed and implemented a comprehensive Safe Schools Plan that includes all components as required under Education code Section 32280. This plan was developed in collaboration with the School Site Council, school staff and administration, School Resource Officer, Paradise Police Department, Butte County Sheriff's Department, Paradise Fire Department, and the Town of Paradise. The plan addresses safe ingress and egress, civil unrest, weapons on campus, maintaining order on campus, natural disasters, armed intruders, fire and earthquake, etc. The plan contains all of the information required by law and is reviewed annually by the PUSD Governing Board 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	80.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	23.1	21	11	16	21	26	20	15	22	24	18	13
Mathematics	28.2	4	17	8	20	22	13	9	20	20	23	1
Science	27.7	4	13	6	19	16	16	3	20	13	15	4
Social Science	24	12	17	10	21	19	11	13	20	21	14	11

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

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	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	7844	3070	5139	64017
District	---	---	5100	$58,306
Percent Difference: School Site and District	---	---	0.8	9.8
State	---	---	$4,690	$63,037
Percent Difference: School Site and State	---	---	9.6	1.6

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$34,340	$38,920
Mid-Range Teacher Salary	$50,504	$59,803
Highest Teacher Salary	$75,335	$78,096
Average Principal Salary (Elementary)	$79,472	$95,836
Average Principal Salary (Middle)	$89,440	$99,849
Average Principal Salary (High)	$90,980	$107,599
Superintendent Salary	$165,000	$151,912
Percent of Budget for Teacher Salaries	37	37
Percent of Budget for Administrative Salaries	5	6

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	3	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	1	---
Science	2	---
Social Science	1	---
All courses	7	0.8

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

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 CCSS, 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.

Staff development opportunities during the last year have included trainings in:
- Professional Learning Communities
- Common Core State Standards and Implementation Strategies
- SBAC Implementation
- CCSS Math Integration
- NGSS Implementation
- Reading Strategies Across the Curriculum
- Northern California Math Project
- CTAP Technology
- AP trainings
- Aeries
- Document-Based Questions
- Teacher web-page
- SmartBoard
- Document Camera
- Illuminate