

Paradise Senior High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Paradise Senior High School |
| Street | 5911 Maxwell Drive |
| City, State, Zip | Paradise, CA 95969 |
| Phone Number | 530-872-6425 |
| Principal | Loren Lighthall |
| E-mail Address | msmith@pusdk12.org |
| Web Site | http://psh.pusdk12.org/ |
| CDS Code | 04-61531-0437350 |

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

School Description and Mission Statement (School Year 2017-18)

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

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

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

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

Paradise High School is proud to sport a host of competitive athletic programs sanctioned by the CIF. We have Title IX compliant programs in football, soccer, baseball, track, cross-country, basketball, tennis, wrestling, golf, volleyball, swimming, cheer and softball. These teams annually compete for league championships, and between a third and a half of the student body suits up in green and gold at some point in the school year. Students also lead many different clubs on campus.

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

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

Respectful - of self, others, school, and environment.

For example, the student will:

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

Informed - through finding, evaluating, and using information from a variety of sources.

For example, the student will:

- Gather, analyze and evaluate data.
- Demonstrate higher-level thinking processes, including creative and decision making skills.
- Use technology and networking tools to access, manage, integrate, evaluate, and synthesize information to successfully function in a knowledge-based economy.

Safe - personally, emotionally, and physically.

For example, the student will:

- Set appropriate goals for physical fitness, hygiene, nutrition, and emotional health.
- Demonstrate academic and personal honesty.
- Work with others to identify problems and reach consensus in a positive manner.

Excellent - in order to reach high levels of educational and academic success for all.

For example, the student will:

- Demonstrate an understanding of the content within the core academic areas, and will be able to integrate and apply the knowledge successfully.
- Read, write, and speak effectively and critically.
- Demonstrate readiness to enter post-secondary education and/or the work force.

United - by understanding and honoring individual differences to work toward a common goal.

For example, the student will:

- Successfully and equitably participate in a group project (operating in a democratic process with assigned roles and the success of each individual depending on the success of the group).
- Work together to share information, solve problems and make presentations.
- Contribute time, energy, and resources to school, local, state, national, and global worthy causes.

Purposeful - through engagement in learning and working towards a personal vision for the future.

For example, the student will:

- Set, achieve, and evaluate goals, making student personally responsible and accountable for their own learning.
- Develop personal goals for career, family, and community life.
- Be responsible and accountable for their actions and choices.

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

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 284 |
| Grade 10 | 276 |
| Grade 11 | 233 |
| Grade 12 | 254 |
| Total Enrollment | 1,047 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.5 |
| American Indian or Alaska Native | 1.1 |
| Asian | 1.5 |
| Filipino | 0.7 |
| Hispanic or Latino | 12 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 76.1 |
| Two or More Races | 7.9 |
| Socioeconomically Disadvantaged | 49.5 |
| English Learners | 1.7 |
| Students with Disabilities | 15.7 |
| Foster Youth | 2.1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 25 | 52 | 48 | 176 |
| Without Full Credential | 1 | 3 | 2 | 5 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 1 | 1 |
| Vacant Teacher Positions | 1 | 1 | 1 |

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

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.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| Reading/Language Arts | McDougal Littell, ©2000 | Yes | 0% |
| Mathematics | CPM: Core Connections 3, ©2014 CPM: Integrated Math 1, ©2014 CPM: Integrated Math 2, ©2015 CPM: Integrated Math 3, ©2016 Calculus Sixth Edition, Swokowski, Olinick, Pence. Copyright 1994. Glencoe Mathematics for Business and Personal Finance ©2014 | Yes | 0% |
| Science | Prentice Hall (Pearson): Physical Science, Conceptual Physics, ©2009 Prentice Hall (Pearson), Biology, ©2007 Holt, Rinehart & Winston, Modern Chemistry, ©2000 Addison Wesley, Physics, ©2002 | Yes | 0% |
| History-Social Science | Prentice Hall, World History: Connections to Today: Modern Era, Prentice Hall, ©2003 Prentice Hall, U.S. History - America: Pathways to the Present, ©2001 Wadsworth, American Government, ©2012 The Challenge of Democracy (AP), Houghton Mifflin, ©2002 Teachers Curriculum Institute, Econ Alive! Power of Choice, ©2010 | Yes | 0% |
| Foreign Language | Spanish 1-4 - Prentice Hall, ©2005 French 1-4 - McDougal Littell, ©2000 German 1-4 - Holt, Reinhart & Winston, ©2003 | Yes | 0% |
| Health | Glencoe Health, ©2008 | Yes | 0% |
| Visual and Performing Arts | Teacher-selected instructional materials that are aligned with State standards | | 0% |
| Science Laboratory Equipment (grades 9-12) | Annual review of availability and quality | | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

While many of the Paradise High School facilities are beginning to display signs of aging, the students, school staff, parents and district maintenance personnel assist in the effort of keeping the facility clean and attractive. In the area of technology, all rooms have document cameras and the majority of classrooms contain interactive boards (Smart, Promethean, or Epson) while the rest of the classrooms contain a projector connected to a computer. Most departments have a computer cart for every two to three classrooms. There are eight full computer labs on campus as well as three half-labs. All resource class have 3+ student computers. Paradise High School has a commitment to maintaining a modern, functional technology environment to help prepare our students for the careers of the 21st century.

During the summer of 2016, an all-weather track surface was resurfaced in the stadium complex. Grant, district and community-raised funds paid for the installation and improvement of this venue. In the summer of 2015 new sod was laid on portions of the football field and a new roof was installed on the south end of the main office. In 2016, the football field underwent a \$1 million dollar upgrade that included a new drainage system as well as new sod. The school was partially painted during the summers of 2012, 2013, and 2014. Painting continued through the 2015-2016 school year.

In the summer of 2016, the carpet in rooms 100-105 was replaced. Additionally, some new fencing was added for safety purposes. The roofs and gutters on the wrestling room and the wood shop wing were also replaced.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: April 2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | New heater installed in a classroom. November 2016. |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Campus was sprayed for pests in August of 2016. |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | The wrestling room and wood shop roofs were repaired in the summer of 2016. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Fences and gates were added for safety in the summer of 2016. |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: April 2017 | | | | |
|--|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 54 | 62 | 40 | 41 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 29 | 39 | 26 | 30 | 36 | 37 |

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 204 | 193 | 94.61 | 62.18 |
| Male | 103 | 96 | 93.2 | 61.46 |
| Female | 101 | 97 | 96.04 | 62.89 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 19 | 18 | 94.74 | 44.44 |
| White | 158 | 152 | 96.2 | 65.13 |
| Two or More Races | 14 | 13 | 92.86 | 76.92 |
| Socioeconomically Disadvantaged | 89 | 82 | 92.13 | 56.1 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 43 | 37 | 86.05 | 18.92 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------|------------------|---------------|----------------|-------------------------|
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 204 | 195 | 95.59 | 38.97 |
| Male | 103 | 97 | 94.17 | 42.27 |
| Female | 101 | 98 | 97.03 | 35.71 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 19 | 18 | 94.74 | 33.33 |
| White | 158 | 153 | 96.84 | 40.52 |
| Two or More Races | 14 | 13 | 92.86 | 46.15 |
| Socioeconomically Disadvantaged | 89 | 82 | 92.13 | 28.05 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 43 | 37 | 86.05 | 2.7 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|--------------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 66 | 65 | 57 | 56 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Paradise High School offers a variety of Career Pathways which prepare students for post-secondary education leading to careers in high wage, high demand and high growth industries. Career Pathways include a sequence of Career and Technical Education (CTE) courses that concentrate on skills for careers within a particular industry. Completed along with academic core classes that meet high school graduation requirements and college prep requirements, these courses help to prepare students for Post-secondary training. This could include an industry recognized certificate or license, a two-year degree (A.A. or A.S.), a four-year degree (B.A. or B.S.), or graduate degree (M.A., M.S., Ph.D., M.D., etc.) that lead to highly skilled jobs.

Paradise High School is pleased to offer sequential courses for College and Career Readiness in the following Career Pathways:

ARCHITECTURAL & STRUCTURAL ENGINEERING

Courses: Today's Tech. + Engineering & Architec. Design + Architec. Drawing

CABINETRY, MILLWORK AND WOOD WORKING

Courses: Today's Tech. + Wood Manufac. + Adv. Wood Manufac.

CHILD DEVELOPMENT

Courses: Life Management + Child Dev. + Adv. Child Dev.

COMPUTER HARDWARE, ELECTRICAL, AND NETWORK ENGINEERING

Courses: Tech./Car./Hlth. + Adv. Comp. Apps. + A+ Computer Repair

EDUCATION

Courses: Life Management + Child Dev. + Peer Counseling

ENGINEERING DESIGN

Courses: Project Lead the Way (PLTW) 1 + PLTW 2 + PLTW 3 + PLTW 4

ENTREPRENEURSHIP

Courses: Tech./Car./Hlth. + Graphic Design. + Small Bus. Entrepren.

FASHION DESIGN, MANUFACTURING AND MERCHANDISING

Courses: Life Management + Fashion Design

FOOD SERVICE AND HOSPITALITY

Courses: Life Management + Culinary Arts + Adv. Culinary Arts

GRAPHIC ARTS TECHNOLOGY

Courses: Tech./Car./Hlth. + Graphic Design + Yearbook

INTEGRATED GRAPHICS TECHNOLOGY

Courses: Tech./Car./Hlth. + Adv. Comp. Apps. + Multimedia Apps.

MACHINE AND FORMING TECHNOLOGY

Courses: Today's Tech. + Engineering & Architec. Design + Manufacturing

MEDIA AND DESIGN ARTS

Courses: Tech./Car./Hlth. + Graphic Design + Multimedia Apps.

MEDIA SUPPORT AND SERVICES

Courses: Tech./Car./Hlth. + Advanced Comp. Apps. + Multimedia Apps.

PATIENT CARE AND HEALTH INFORMATION SERVICES

Courses: Tech./Car./Hlth. + EMS + Med. & Hosp. Careers

PROGRAMMING AND SYSTEMS DEVELOPMENT

Courses: Tech./Car./Hlth. + Adv. Comp. Apps. + Comp. Game Programming
 VEHICLE MAINTENANCE, SERVICE & REPAIR
 Courses: Today's Tech. + Auto + Adv. Auto

We have also added new 2+2+2 courses aligned with Butte College (Advanced Photo, Computer Foundations, Advanced Computer Applications, Graphic Design, Auto Technology, and Public Speaking). PHS also participates in the CSU High School Scholar's program.

Career Technical Education Participation (School Year 2016-17)

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

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission | 96.7 |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 25 |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 8.3 | 24.4 | 49.2 |

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 State priority: Parental Involvement (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 (School Year 2017-18)

PHS Administration, staff and leadership employ a wide range of strategies to encourage parent and community involvement. Strategies/activities include:

- A newsletter (Bobcat Tracks) is available on the school website and also emailed to each student's household as well as to numerous community members/organizations to keep parents and the community abreast of current happenings and opportunities for supporting the students and school.
- A digital newsletter is sent quarterly and highlights school events, celebrations and a calendar of important events.
- Back to School night in the fall is an opportunity for parents to obtain information about the school as a whole, and individual teacher requirements, strategies and expectations.
- Open House in the spring is a night for PHS students to share their work and accomplishments with their parents and the community.
- Academic and athletic awards nights and banquets demonstrate student success to parents and the community.

- Parental involvement is encouraged through School Site Council, Parent Teacher Student Club, All Sports Booster Club, Band Boosters, Sober Grad Night, Every 15 Minutes, Junior Parent Night, Workability Workshops, and Senior Breakfast committee.
- Parents and other community members are encouraged to run for School Site Council positions, participate on LCAP committees, participate as a guest speaker, judge Senior Projects, be presenters at career days, mentor Senior Projects, chaperone activities, and assist with fund raising.
- Parents receive notifications of expectations and student opportunities through the Student Handbook, Aeries Portals on the internet, phone calls, emails, and school and teacher web pages.
- Parent and student surveys are conducted annually.
- Student participation in community events such as Johnny Appleseed Days, Gold Nugget Celebrations, Chocolate Festival, Blues and Brews, Rock the Ridge, Elementary Physical Education, Workability, band and musical production performances (Elks, Rotary, Kiwanis, Schools, Retirement Centers) allows students to reach out to the community.
- PHS is extremely effective at incorporating support from community resources, organizations, and businesses into all aspects of our school programs. Advertising from the community adorns the gym, track, poster boards, and marquee. Business partnerships support our school community through SAGE (Entrepreneurial class), tech prep, and ROP programs (100% of ROP students are placed in businesses). Service Clubs (Rotary, Elks, Masonic Lodge, Exchange Club, Lions, Mothers Against Drunk Drivers) throughout the community provide ongoing support. There is ongoing community participation in all school events (Athletic Events, Senior Projects, Senior Project Community Mentors, Senior Project Panel Participants). Blood drives are also supported by the community.
- An automated messaging call system (School Messenger) keeps students, parents and the community informed.
- Community fundraising to support education includes the following: Chocolate Festival, Blues and Brews, Dan Moriarty Annual Golf Tournament, and Rock the Ridge Annual Scholarship fundraiser.
- Our Administrative Team, school clubs, and various students all share information at School Board meetings.
- 8th grade spring Visitation Day and the 9th grade summer Parent/Student meeting before school begins help to inform parents and students of the opportunities and expectations at the high school.
- Each 9th grade family meets a counselor to develop a four year plan for college or career pursuit.
- The counseling department sponsors both a junior and senior parent night to highlight college and career readiness and help parents and students access scholarships and financial aid.

State Priority: Pupil Engagement

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

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

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

| Indicator | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 3.2 | 5.9 | 2.6 | 9.3 | 13.4 | 6.5 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 96.02 | 92.27 | 97.44 | 88.1 | 82.61 | 89.81 | 80.95 | 82.27 | 83.77 |

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group | Graduating Class of 2016 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 87.69 | 84.82 | 87.11 |
| Black or African American | 100 | 100 | 79.19 |
| American Indian or Alaska Native | 100 | 100 | 80.17 |
| Asian | 0 | 0 | 94.42 |
| Filipino | 50 | 100 | 93.76 |
| Hispanic or Latino | 86.67 | 77.27 | 84.58 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 86.57 |
| White | 88.78 | 87.11 | 90.99 |
| Two or More Races | 84.21 | 75 | 90.59 |
| Socioeconomically Disadvantaged | 86.67 | 80.88 | 63.9 |
| English Learners | 33.33 | 33.33 | 55.44 |
| Students with Disabilities | 83.47 | 78.26 | 85.45 |
| Foster Youth | 0 | 14.29 | 68.19 |

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 8.5 | 7.5 | 8.4 | 9.4 | 8.1 | 7.5 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.8 | 0.8 | 0.2 | 0.5 | 0.4 | 0.3 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 4 |
| Percent of Schools Currently in Program Improvement | N/A | 80 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 21 | 25 | 23 | 8 | 23 | 24 | 17 | 11 | 20 | 27 | 24 | 4 |
| Mathematics | 19 | 21 | 18 | 2 | 24 | 10 | 16 | 2 | 17 | 28 | 9 | 3 |
| Science | 19 | 15 | 20 | | 18 | 16 | 15 | 2 | 18 | 16 | 15 | |
| Social Science | 19 | 24 | 18 | 7 | 20 | 18 | 18 | 7 | 19 | 22 | 12 | 10 |

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 2016-17)

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

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 8753 | 3274 | 5479 | 68133 |
| District | N/A | N/A | 5121 | \$66,368 |
| Percent Difference: School Site and District | N/A | N/A | 7.0 | 2.7 |
| State | N/A | N/A | \$6,574 | \$69,649 |
| Percent Difference: School Site and State | N/A | N/A | -16.7 | -2.2 |

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

Types of Services Funded (Fiscal Year 2016-17)

The high school is a comprehensive, WASC approved program that allows students to earn a diploma upon graduation. Intervention services, credit recovery on-line opportunities, AP courses, CTE, foreign languages, sports, and VAPA programs supplement the instructional education.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,000 | \$44,144 |
| Mid-Range Teacher Salary | \$56,064 | \$69,119 |
| Highest Teacher Salary | \$98,612 | \$86,005 |
| Average Principal Salary (Elementary) | \$93,996 | \$106,785 |
| Average Principal Salary (Middle) | \$96,938 | \$111,569 |
| Average Principal Salary (High) | \$100,034 | \$121,395 |
| Superintendent Salary | \$155,500 | \$178,104 |
| Percent of Budget for Teacher Salaries | 36% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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

Advanced Placement (AP) Courses (School Year 2016-17)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | 1 | N/A |
| Science | 2 | N/A |
| Social Science | 1 | N/A |
| All courses | 6 | 7.6 |

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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

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

Following is a summary of the many staff development trainings:

- ACES Study and Training
- Aeries.NET
- AP training- Biology, Literature, Language and Statistics
- AVID
- Better Together/California Teachers' Summit
- BUCK Institute training
- Butte County Arts- Dinner with an Artist
- CAEA Conference (California Arts Education Association)
- California All State Music Education Conference
- California Arts Education Association
- California Council for the Social Sciences Conference
- CCCSS Math Integration
- Common Core Language Arts
- CTE Family and Consumer Sciences Summer Conference
- CUE Rockstar
- ERWC Training
- FCCLA Competitive Recognition Events
- Global Exploration for Educators Organization Study Tour
- Google Trainings
- Health and Engineering Pathway Grant
- HECT Leadership and Management Conference
- History/Social Science Project Saturday Sessions
- Link Crew
- NAEA Conference (National Arts Education Association)
- National Arts Education Association
- National Endowment for the Humanities Summer Institute
- Newsela
- Next Generation Science Standards
- Northern California Math Project
- Northern California Writing Project
- Northern California/Nevada American Association of Physics Teacher Training
- Nurtured Heart Training
- Nutrition and Food Science Conference
- Physical Education, Athletic Coaching, and Health (P.E.A.C.H.)
- SBAC Implementation
- Science Symposium at CSU, Chico
- TAP into Twitter
- TCAP (The California Arts Project) also referred to as NCAP (Northern)
- Teacher web-page design
- Teaching Tolerance
- Technology in the Classroom
- The California Arts Project
- Theater Institute at the American Conservatory Theater
- Trauma Informed Practices
- Urban Farming Enhancing the HECT Curriculum