

Paradise Senior High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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	llighthall@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 2018-19)

PHS sits on a 26-acre site, with a total of 65 classrooms and labs, a gymnasium, a band room, a performing arts center, an ambulance simulator, seven computer labs and one engineering lab, a library, two weight rooms, an agricultural mechanics shop, and a student store. Outside recreational facilities include tennis courts, basketball courts, softball and baseball diamonds, a football field, and several practice fields.

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 Community 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 career pathways such as: PLTW Engineering; Patient Care; Emergency Response; Child Development; Family and Human Services; Cabinetry, Millwork, and Woodworking; & Agricultural Mechanics.

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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	272
Grade 10	257
Grade 11	248
Grade 12	218
Total Enrollment	995

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.2
Asian	1.7
Filipino	1.0
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.1
White	75.0
Socioeconomically Disadvantaged	55.7
English Learners	1.3
Students with Disabilities	17.6
Foster Youth	1.5

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	52	48		
Without Full Credential	3	2		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	1	1	
Vacant Teacher Positions	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 2018-19)

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)

The adequacy of the facilities is being addressed in a school bond on the November 2018 ballot. Some details can be found below. The safety and cleanliness is regularly maintained by the custodial staff.

Recently completed facility improvements include removal of the 600 wing in preparation for new gym; Home Economics kitchen gutted and re-outfitted; eLearning charter moved onto main campus; re-roofed four wings; new decorative security fence enclosing campus; major gas lines replaced; PLTW (Project Lead the Way) room update; and carpeted 1 room.

The planned facility improvements include the addition of 2 small classrooms and 2 small offices to the drama room; new gym (timeline unknown); science labs update, turf field, new stadium lighting, improved stadium seating, baseball and softball field improvements including lighting, bathroom updates, etc. (contingent on passage of bond).

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 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2018	
Overall Rating	Exemplary

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	62.0	62.0	41.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	39.0	46.0	30.0	34.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	226	214	94.69	61.68
Male	115	109	94.78	58.72
Female	111	105	94.59	64.76
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	28	93.33	50.00
White	172	162	94.19	64.81
Two or More Races	20	20	100.00	55.00
Socioeconomically Disadvantaged	112	105	93.75	48.57
English Learners	--	--	--	--
Students with Disabilities	31	26	83.87	15.38
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	216	94.74	45.83
Male	118	111	94.07	45.05
Female	110	105	95.45	46.67
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	28	93.33	46.43
White	174	164	94.25	44.51
Two or More Races	20	20	100	50
Socioeconomically Disadvantaged	114	106	92.98	35.85
English Learners	--	--	--	--
Students with Disabilities	34	27	79.41	25.93
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Paradise High School offers a variety of Career Pathways which prepare students for post-secondary education leading to careers. 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., PhD., M.D., etc.) that lead to highly skilled jobs.

The 2+2+2 courses aligned with Butte College are Child Development; Emergency Medical Skills; Engineering & Architectural Design; Math 3; Multimedia Applications; Photo 1; and Public Speaking. PHS also participates in the CSU High School Scholar's program. In addition, PHSI offers sequential courses for College and Career Readiness in the following Career Pathways: Agriculture & Natural Resources Sector; Arts, Media, & Entertainment Sector; Building & Construction Trades Sector; Education, Child Development, & Family Services Sector; Engineering & Architecture Sector; Health Science & Medical Technology Sector; Hospitality, Tourism, & Recreation Sector; Manufacturing & Product Development Sector; and the Public Services Sector. More detail can be found in the Program Planning Guide on the PHS website's counseling tab (<http://phs.pusdk12.org/>).

The primary representative of the CTE committee is Bob Schofield, and some industries participating in the CTE pathways are Workability, the California transition program; CSUC Manufacturing Expo, and Feather River Hospital's intern program.

Career Technical Education Participation (School Year 2017-18)

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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	30.9

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.0	23.7	45.8

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

PHS Administration, staff and leadership employ a wide range of strategies to encourage parent involvement. Strategies include opportunities to sit on teams such as the School Site Council or the Parent-Teacher-Student Organization, or simply offering parents a multitude of opportunities to become familiar with their student's educational environment. Some examples of these types of strategies and activities are:

- 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 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
- An automated messaging call system (School Messenger) keeps students, parents and the community informed.
- Our Administrative Team, school clubs, and various students all share information at the public School Board meetings.
- 8th grade spring Visitation Day and the 9th grade summer Parent/Student meeting before school helps 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.
- Junior and senior parent night to highlight college and career readiness and help parents and students access scholarships and financial aid.

All contact information for the above activities can be found on the Paradise High School web page: <http://phs.pusdk12.org/>

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	5.9	2.6	3.8	13.4	6.5	10.9	10.7	9.7	9.1
Graduation Rate	92.3	97.4	92.1	82.6	89.8	82.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	87.8	81.3	88.7
Black or African American	50.0	33.3	82.2
American Indian or Alaska Native	100.0	50.0	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	87.5	72.2	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	89.5	85.1	92.1
Two or More Races	80.0	73.7	91.2
Socioeconomically Disadvantaged	88.8	76.7	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	88.9	79.3	67.1
Foster Youth	50.0	44.4	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.5	8.4	3.9	8.2	7.5	6.6	3.7	3.7	3.5
Expulsions	0.8	0.2	0.4	0.4	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Paradise High School has developed and implemented a comprehensive School Safety Plan that includes all components as required under Education Code Section 32280. This plan was developed in collaboration with the Paradise Unified School District, School Site Council, site administration, Paradise Police Department, Butte County Sheriff’s Department, Paradise Fire Department, the Town of Paradise; Keenan Safe Schools is currently working on further updates for the plan. 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 and updated annually by the PUSD Governing Board, School Site Council, and school administration. Emergency plans and exit routes are posted in each classroom along with crisis kits containing supplies in the event of an extended lockdown (toiletries, first-aid, etc.). After reviewing and updating, the School Site Council approved the plan in January. The Board subsequently reviewed the plan at the February Board meeting. Fire drills and lockdown drills are conducted within the first 30 days of each semester. An earthquake drill is conducted one time per year at the beginning of the school year.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	23.0	24	17	11	20.0	27	24	4	21.0	23	17	10
Mathematics	24.0	10	16	2	17.0	28	9	3	16.0	42	15	
Science	18.0	16	15	2	18.0	16	15		21.0	10	16	4
Social Science	20.0	18	18	7	19.0	22	12	10	20.0	18	14	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 2017-18)

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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8948	3348	5600	68576
District	N/A	N/A	5229	\$65,597
Percent Difference: School Site and District	N/A	N/A	6.9	3.3
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-16.0	-1.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

The high school is a comprehensive, WASC-approved program that allows students to earn a diploma upon graduation. Teacher tutoring, on-line credit recovery opportunities, AP and Honors courses, CSF tutoring, foreign languages, sports, College Connection, Upward Bound, Career Center, eGaming club, Life Management, Culinary Arts, Agricultural Mechanics, Project Lead the Way, Leadership, Link Crew, Emergency Medical Skills, and VAPA programs supplement the core instructional education.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,000	\$45,681
Mid-Range Teacher Salary	\$56,064	\$70,601
Highest Teacher Salary	\$98,612	\$89,337
Average Principal Salary (Elementary)	\$95,133	\$110,053
Average Principal Salary (Middle)	\$97,379	\$115,224
Average Principal Salary (High)	\$101,903	\$124,876
Superintendent Salary	\$163,276	\$182,466
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	11	12.1

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)

Staff are paid for 3 days of professional development although some choose to go beyond that number of hours. One of the three days is provided by the district, the other two days are at the behest of the individual based on personally-stated needs. All professional development must be approved in advance. The need for professional development is determined by analyzing data from Renaissance, SBAC, AP, CAST, passing rates, discipline, graduation rate, common assessments, teachers' stated needs, etc. Some of the main identified areas for professional development are ACES (Adverse Childhood Experiences) trainings, mindfulness trainings, subject-matter trainings.

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

Teachers are supported during implementation in many ways, some of which include co-teaching, senior teacher mentoring, release time to observe colleagues, goal-setting with admin, PLCs, outside professionals working with some departments,

Following is a comprehensive list of trainings attended by staff:

- ACES Study and Training
- Aeries.NET
- AP training- Biology, Literature, Language and Statistics, Government and Politics
- AVID
- Behavior Intervention Plan training
- Better Together Teacher Summit, CSU Chico
- CADA Conference (California Association of Directors of Activities)

- CAEA Conference (California Arts Education Association)

CAL-ABOTA Teachers Law School

- California All State Music Education Conference
- California Council for the Social Sciences Conference
- Capital Section Music teacher workshop
- Common Core Language Arts
- Co-Teaching
- CPM Trainings (College Preparatory Mathematics)
- CTE Core Training (online)
- CTE Family and Consumer Sciences Summer Conference
- CTW Lesson Planning
- CUE Technology Trainings
- Embrace Diversity - LBGTO+ and the Law
- Epipen
- ERWC Training
- FCCLA Competitive Recognition Events
- Foundation for Teaching Economics-Economics for Leaders' Conference
- Gilder Lehrman Institute of American History
- Global Exploration for Educators Organization Study Tour
- Link Crew
- Mindfulness Fundamentals (6-week online course)
- NWEA MAP (assessment to measure performance and growth)
- NAEA Conference (National Arts Education Association)
- National Endowment for the Humanities Summer Institute
- Naviance
- Newsela
- Next Generation Science Standards
- Northern California Math Project
- Northern California Writing Project
- Northern California/Nevada American Association of Physics Teacher Training
- Nutrition and Food Science Conference
- Nurtured Heart Approach (NHA)
- Physical Education, Athletic Coaching, and Health (P.E.A.C.H.)
- PBIS (Positive Behavioral Interventions and Support)
- ServSafe Conference and Certification
- SBAC Implementation
- Science Symposium at CSU, Chico
- Skills USA Regional Conference and Competition and State Conference and Competition
- Strength-Based Intervention Coaching
- TacCom (Tactical Communications)
- TCAP (The California Arts Project) also referred to as NCAP (Northern)
- Teaching Tolerance
- Technology in the Classroom
- The California Arts Project
- Theater Institute at the American Conservatory Theater
- Trauma Informed Practices
- Trauma Responsive System of Support (TRSS)
- Urban Farming Enhancing the HECT Curriculum
- Western Florida University Online teacher mentor training