

Ridgeview 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	Ridgeview High School
Street	13665 Skyway
City, State, Zip	Magalia, CA 95954
Phone Number	530-872-6478
Principal	Mike Lerch
E-mail Address	mlerch@pusdk12.org
Web Site	http://ridgeview.pusdk12.org/
CDS Code	04-61531-0432856

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

School Description and Mission Statement (School Year 2018-19)

Ridgeview High School is the alternative high school serving the Paradise Unified School District. The school serves students in grades 10-12 and has an enrollment of 125 students. Students are referred for reasons of academic deficiency and/or attendance and discipline issues. Students have the opportunity to make up missing courses and to transfer back to the comprehensive high school or remain at Ridgeview and receive a high school diploma. The student:teacher ratio is 22:1. Students can enroll in all required academic classes for high school graduation and selected elective classes. Ridgeview High School successfully completed the Self Study process and was awarded a six-year accreditation through 2020 by the Western Association of Schools and Colleges.

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

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

Grade Level	Number of Students
Grade 10	14
Grade 11	38
Grade 12	43
Total Enrollment	95

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	4.2
Asian	0.0
Filipino	0.0
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.0
White	66.3
Socioeconomically Disadvantaged	82.1
English Learners	1.1
Students with Disabilities	21.1
Foster Youth	1.1

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	8	8		
Without Full Credential	0	0		
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 *	0	0	
Vacant Teacher Positions	0	0	

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 2018

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	The Language of Literature, McDougal Littell, ©2000	Yes	0%
Mathematics	Core Connections: Course 2, CPM, 2013 Core Connections; Course 3, CPM, 2013 Core Connections: Integrated I, CPM, 2014 Core Connections: integrated II, CPM, 2015 Mathematics for Business and Personal Finance, McGraw-Hill, 2016	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Biology, Prentice Hall, ©2007 Chemistry, Holt, Rinehart and Winston, ©2000 Earth Science, Pearson, ©2013	Yes	0%
History-Social Science	World History, Prentice Hall ©2003 U.S. History, Prentice Hall, ©2001 American Government, Wadsworth, ©2011	Yes	0%
Health	Glencoe, ©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)

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

Three classrooms are receiving new carpet. New SmartBoards installed in five classrooms in 2011, one in 2012. Central air added to a classroom in main building.

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: December 2017		
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: December 2017	
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)	6.0	10.0	41.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	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	47	41	87.23	9.76
Male	28	26	92.86	11.54
Female	19	15	78.95	6.67
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	34	31	91.18	12.90
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	29	87.88	6.90
English Learners	--	--	--	--
Students with Disabilities	13	12	92.31	8.33

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	47	36	76.6	0
Male	28	24	85.71	0
Female	19	12	63.16	0
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	34	28	82.35	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	25	75.76	0
English Learners	--	--	--	--
Students with Disabilities	13	10	76.92	0

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)

Each student has access and an opportunity to enroll in career and vocational classes through the Butte County Office of Education/Paradise Unified School District as part of his/her regular program.

Career Technical Education Participation (School Year 2017-18)

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

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	1.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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

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)

Parents are involved in the school through various activities including surveys, school based activities, field trips, sporting events, school site council and award assemblies. During the 2013/14 school year, Ridgeview High School completed the Self Study process for accreditation through the Western Association of Schools and Colleges. Parent involvement was an integral part of this process including committee meetings and on site meetings with the visiting committee.

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	27.1	18.8	30.5	13.4	6.5	10.9	10.7	9.7	9.1
Graduation Rate	66.1	69.6	59.3	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	62.3	81.3	88.7
Black or African American	0.0	33.3	82.2
American Indian or Alaska Native	0.0	50.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	37.5	72.2	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	75.0	85.1	92.1
Two or More Races	61.5	73.7	91.2
Socioeconomically Disadvantaged	61.2	76.7	88.6
English Learners	0.0	100.0	56.7
Students with Disabilities	60.0	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	31.1	25.3	23.4	8.2	7.5	6.6	3.7	3.7	3.5
Expulsions	2.4	6.2	3.5	0.4	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

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	10.0	14			9.0	17			13.0	11		
Mathematics	8.0	3			17.0	2	1		13.0	7		
Science	15.0	5			20.0	3	2		16.0	5		
Social Science	15.0	9			20.0	7	2		15.0	9		

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	0.8	125
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.1	N/A
Psychologist	.2	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	8609	3348	5261	63928
District	N/A	N/A	5229	\$65,597
Percent Difference: School Site and District	N/A	N/A	0.6	-3.7
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-22.2	-8.6

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 WASC approved, alternative, continuation-identified education program that allows students to earn diplomas upon graduation. Elective classes in art, PE, and career exploration support the academic program.

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	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

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 were available through Paradise Unified School District, Butte County Office of Education and other providers. Content consisted of a variety of subject matter including English language arts, math, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education. Teachers have implemented California Common Core State Standards through staff development and collaboration.