<div style="border:1px solid">

School Accountability Report Card
Reported for School Year 2007-08
Published During 2008-09

</div>

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)
This section provides the school's contact information.

School		District	
School Name	Paradise High School	**District Name**	Paradise Unified School District
Street	5911 Maxwell Drive	**Phone Number**	530.872.6400
City, State, Zip	Paradise, CA 95969	**Web Site**	www.pusdk12.org
Phone Number	530.872.6425	**Superintendent**	Roger Bylund
Principal	Michael Lerch	**E-mail Address**	cjohnson@pusdk12.org
E-mail Address	mlerch@pusdk12.org	**CDS Code**	04-61531-0437350

School Description and Mission Statement (School Year 2007-08)
This section provides information about the school, its programs and its goals.

Paradise High School, a comprehensive high school serving the educational needs of ninth through twelfth grade students, is a school committed to providing a quality education based on the individual needs of our students.

The mission of Paradise High School is to ensure a safe and caring environment, providing every student with the opportunity to graduate as a responsible, confident citizen who is a life-long learner with a personal vision of 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.

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

Opportunities for Parental Involvement (School Year 2007-08)
This section provides information about opportunities for parents to become involved with school activities.

In an effort to increase parent and community involvement, Paradise High School offers the following opportunities for parent participation:

- Parent-Teacher-Student Organization (PTSO)
- Band Boosters
- Sports Boosters
- School Site Council
- Regional Occupation Program Advisory Board
- Career Technical Education Act Parent Advisory Board
- Fusion Parent Advisory Board
- Quarterly Parent/Community Bobcat newsletter
- Website
- Marquee
- ConnectEd

In addition, parents may become involved at PHS by attending any number of athletic, music or dramatic activities, by attending our annual Back to School and Open House nights, our Academic Awards nights, by becoming a member of the Grad Night planning committee or by serving on a Senior Project presentation panel. Parents may contact the school for information on any of the above organizations or activities.

Student Enrollment by Grade Level (School Year 2007-08)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	418
Grade 10	390
Grade 11	374
Grade 12	356
Total Enrollment	1538

Student Enrollment by Group (School Year 2007-08)
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.91%	White (not Hispanic)	87.06%
American Indian or Alaska Native	1.43%	Multiple or No Response	3.97%
Asian	0.72%	Socioeconomically Disadvantaged	46%
Filipino	0.07%	English Learners	1%
Hispanic or Latino	5.53%	Students with Disabilities	13%
Pacific Islander	0.33%		

Average Class Size and Class Size Distribution (Secondary)
This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	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	24.3	35	20	14	26.3	23	15	22	24.8	27	17	17
Mathematics	23.4	27	20	3	25.1	25	13	10	25.8	19	11	14
Science	26.3	8	25	4	31.9	3	9	19	30	2	13	11
Social Science	30.6	5	19	19	29.3	5	24	13	31.6	1	19	16

III. School Climate

School Safety Plan (School Year 2007-08)
This section provides information about the school's comprehensive safety plan.

Paradise High School has developed and implemented a comprehensive safety plan. This plan was developed in collaboration with the School Site Council, school staff and administration, School Resource Officer, Paradise Police Department, Butte County Sheriff's Department, Paradise Fire Department, and the Town of Paradise. The plan addresses safe entry and exit, civil unrest, weapons on campus, maintaining order on campus, natural disasters, armed intruders, fire and earthquake, etc. The plan contains all of the information required by law and is reviewed annually by the PUSD Governing Board and school administration. The plan is discussed with school staff each August on the day before students return to school following summer break. Emergency plans are posted in each classroom. Emergency drills are conducted at regular intervals throughout the school year.

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	11.9	13.0	0.0	15.5	16.5	0.0
Expulsions	1.4	1.7	0.0	1.1	1.1	0.0

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)
This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

While many of the Paradise High School facilities are beginning to display signs of aging, the students, school staff, parents and district maintenance personnel assist in the effort of keeping the facility clean and attractive. Each classroom contains a television, VCR , DVD and at least one internet-connected computer. There are five classroom computer labs on campus as well as a number of student use computers in the library and in our career center. The library serves as an important teaching and learning center for staff and students.

During the summer of 2004, an all-weather track surface was installed in the stadium complex. Grant, district and community-raised funds paid for the installation and improvement of this venue.

School Facility Good Repair Status (School Year 2008-09)
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	Filters are changed regularly. Maintenance is continuous.
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	Window repairs and hardware adjustments are ongoing. Fences along property lines continually need repair.
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	Walls are painted and repairs made on a continuous basis.
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	Chemical cleaners are stored out of reach of students. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	Fire extinguishers are serviced yearly and checked monthly. FLS (Fire Life Safety) strobe lights in restrooms are checked regularly.
Electrical (interior and exterior)	[X]	[ ]	[ ]	Emergency lighting is checked monthly. Power taps and extension cords used as a power source need to be restricted, per California Fire Code.
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	Drinking fountains receive regular maintenance.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms	[X]	[ ]	[ ]	Restrooms are in good order, well stocked and clean.
Sewer	[X]	[ ]	[ ]	The site is on a septic system and is evaluated as required.
Playground/School Grounds	[X]	[ ]	[ ]	Grounds are checked and maintained by staff.
Roofs	[X]	[ ]	[ ]	Roofs are in good repair.
Overall Cleanliness	[X]	[ ]	[ ]	The site is in good repair, clean and well maintained.

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

V. Teachers

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The annual number of teacher contract days devoted to professional development during each of the last three years is three (3) days or the equivalent of 21 hours. Professional development is offered before the beginning of each school year and numerous after school and weekend workshops are available during the school year. The workshops offered include sessions presented by Paradise Unified School District, Butte County Office of Education and other providers. Content consists of a variety of subject matter including English Language Arts, Math, Science, Visual and Performing Arts, Physical Education, Social Science, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education. Most teachers exceed the twenty-one hour requirement for professional development.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	71	66	68	245
Without Full Credential	4	2	0	4
Teaching Outside Subject Area of Competence	0	0	12	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

[Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)](#)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100.0%	0.0%

VI Support Staff

[Academic Counselors and Other Support Staff (School Year 2007-08)](#)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.6	334
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	0.2	N/A

VII. Curriculum and Instructional Materials

[Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)](#)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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 current and consistent with state adoption and curriculum framework cycles. In addition, various supplemental programs are utilized in classrooms and a number of intervention programs are used for academic support for struggling learners.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	The Language of Literature, McDougal Littell, ©2000	0%
Mathematics	Algebra: Tools for a Changing World, Prentice Hall, ©2001 Geometry - University of Chicago Math Project, Scott Foresman, ©1998 CPM Geometry, Foresman/Wesley, ©2005 Algebra II - Trigonometry, Glencoe, ©1995	0%
Science	Holt Science Spectrum - A Physical Approach, Holt, Rinehart & Winston, ©2001 Holt Biology: Visualizing Life, Holt, Rinehart & Winston, ©1998 Biology, McDougal Littell, ©2008 Modern Chemistry, Holt, Rinehart & Winston Biology, 7th Ed. (AP), Benjamin Cummings, ©2005 College Physics (AP), Saunders, ©1995	0%
History-Social Science	World History: Connections to Today: Modern Era, Prentice Hall, ©2003 U.S. History - America: Pathways to the Present, Prentice Hall, ©2002 The American Pageant (AP), Houghton Mifflin, ©2002 The Challenge of Democracy (AP), Houghton Mifflin, ©2002 Magruder's American Government, Prentice Hall, ©2005 Economics, South-Western, ©1997	0%
Foreign Language	Spanish 1-4 - Prentice Hall, ©2005 French 1-4 - McDougal Littell, ©2000 German 1-4 - Holt, Reinhart & Winston, ©2003	0%
Health	Glenco Health, Glencoe, ©2007	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	0%
Science Laboratory Equipment (grades 9-12)	Annual review of availability and quality	0%

VIII. School Finances

[Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)](#)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$7,421	$2,608	$4,813	$60,238
District	---	---	$5,180	$61,611
Percent Difference – School Site and District	---	---	-7%%	-2%%
State	---	---	$8.117	$65,808
Percent Difference – School Site and State	---	---	-41%%	-8%%

[Types of Services Funded (Fiscal Year 2007-08)](#)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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

[Teacher and Administrative Salaries (Fiscal Year 2006-07)](#)
This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,225	$37,916
Mid-Range Teacher Salary	$48,638	$58,151
Highest Teacher Salary	$74,449	$75,396
Average Principal Salary (Elementary)	$78,542	$91,086
Average Principal Salary (Middle)	$73,228	$95,220
Average Principal Salary (High)	$77,455	$101,661
Superintendent Salary	$99,993	$136,091
Percent of Budget for Teacher Salaries	37.7%	38.5%
Percent of Budget for Administrative Salaries	4.5%	5.8%

IX. Student Performance

California Standards Tests
The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

[CST Results for All Students – Three-Year Comparison](#)
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	44	49	47	47	47	47	42	43	46
Mathematics	25	24	23	39	36	39	40	40	43
Science	43	40	50	42	46	51	35	38	46
History-Social Science	39	41	41	33	34	35	33	33	36

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	17	*	*	*
American Indian or Alaska Native	21	42	*	*
Asian	*	*	*	*
Filipino	*	*		*
Hispanic or Latino	38	19	50	34
Pacific Islander	*	*	*	*
White (not Hispanic)	49	23	50	42
Male	42	25	53	43
Female	53	21	47	39
Economically Disadvantaged	34	21	43	
English Learners	*	*	*	*
Students with Disabilities	12	4	7	
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at http://cahsee.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	57.1	51.2	56.7	54.0	46.5	52.5	51.1	48.6	52.9
Mathematics	54.5	52.6	59.9	51.1	47.6	54.6	46.8	49.9	51.3

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	43.3	41.2	15.5	40.1	44.8	15.0
Male	50.3	39.5	10.2	41.1	42.9	16.0
Female	36.8	42.7	20.5	39.2	46.6	14.2
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	48.1	37.0	14.8	48.4	35.5	16.1
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	42.2	42.2	15.6	38.9	46.3	14.9
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	56.4	31.5	12.1	46.7	38.0	15.3
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	83.3	16.7	0.0	95.0	5.0	0.0

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
9	48.1

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at http://www.cde.ca.gov/ta/ac/ap/.

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	7	6	7
Similar Schools	3	3	6

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-15	17	-5	731
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-15	21	-6	736
Socioeconomically Disadvantaged	-13	22	3	684
English Learners				
Students with Disabilities		30	5	460

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	7.7

XI. School Completion and Postsecondary Preparation
Admission Requirements for California Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at http://www.universityofcalifornia.edu/admissions/general.html.

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at http://www.calstate.edu/admission/.

Dropout Rate and Graduation Rate
This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.7	0.4	0.7	2.8	2.5	2.4	3.1	3.5	4.4
Graduation Rate	97.2	96.6	97.4	88.6	88.1	90.8	85	83	79.5

Completion of High School Graduation Requirements
Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at http://www.cde.ca.gov/ta/tg/hs/. *Note: "N/A" means that the student group is not numerically significant.*

Group	Graduating Class of 2008		
	School	District	State
All Students	84%	79%	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	84%	79%	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	84%	79%	N/A
Socioeconomically Disadvantaged	69%	66%	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities			N/A

Career Technical Education Programs (School Year 2007-08)
This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

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

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils	532
Percent of pupils completing a CTE program & earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	64.3
Graduates Who Completed All Courses Required for UC/CSU Admission	22.4

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

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	1	N/A
Social Science	2	N/A
All courses	6	2