

Ridgeview High School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

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	m1erch@pusdk12.org
CDS Code	04-61531-0432856

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

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Ridgeview High School is the alternative high school serving the Paradise Unified School District. The school serves students in grades 9-12 and has an enrollment of 102 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 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, psychological and nursing services, and probation and law enforcement services.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are involved in the school through various activities including surveys, school based activities, field trips, sporting events and award assemblies. During the 2008/2009 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 onsite meetings with the visiting committee.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 9	4
Grade 10	9
Grade 11	37
Grade 12	52
Total Enrollment	102

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	80.4
American Indian or Alaska Native	0	Two or More Races	5.9
Asian	0	Socioeconomically Disadvantaged	85.3
Filipino	0	English Learners	0
Hispanic or Latino	12.7	Students with Disabilities	22.5
Native Hawaiian/Pacific Islander	1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10			2010-11			2011-12					
	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	16.5	12	0	0	13.5	11	0	0	12.5	11	0	0
Mathematics	18.5	5	1	0	14	6	0	0	12.7	6	0	0
Science	24	1	3	0	23.5	0	4	0	19.3	3	1	0
Social Science	20	8	0	0	17.5	8	0	0	15	7	0	0

* 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.

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	53.78	57.63	81.37	21.2	18.74	19.59
Expulsions	7.56	2.54	10.78	0.75	0.5	0.64

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August, 2012

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 (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	<ul style="list-style-type: none"> • No gas leaks were detected at the time of inspection. • 25% of all HVAC systems are on automated controls. Filters are changed regularly and maintenance is continuous. • The site has one standard septic system that is evaluated as required by the County of Butte.
Interior: Interior Surfaces	[]	[X]	[]	[]	<ul style="list-style-type: none"> • Wall surfaces are painted and repairs made continuously.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	<ul style="list-style-type: none"> • The site is in good repair and maintained in a clean condition. • No pest/vermin infestation was detected.
Electrical: Electrical	[]	[X]	[]	[]	<ul style="list-style-type: none"> • Exit and emergency lighting is checked regularly and noted monthly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	<ul style="list-style-type: none"> • Restrooms are in good order, well stocked and clean. • Drinking fountains receive regular maintenance and daily cleaning.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	<ul style="list-style-type: none"> • Fire extinguishers are serviced annually and are checked monthly. • None Identified. Chemical cleaners are stored out of reach of students. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	<ul style="list-style-type: none"> • No structural damage was observed. • The roofs are in good condition and maintenance is continuous.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	<ul style="list-style-type: none"> • Grounds and equipment are checked and recorded monthly. Repairs are done by site staff. • Minor adjustments on all window/door/gate/fence hardware is done by site and maintenance staff.
Overall Rating	[]	[X]	[]	[]	<ul style="list-style-type: none"> • Ridgeview High School is in good repair and maintained in a clean condition.

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	8	8	8	228
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	102
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.1	---
Psychologist	0.2	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	.2	---
Resource Specialist	0	---
Other	0	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2012

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. In this regard, our primary goal is to provide instruction and materials that are aligned to the California Content Standards. The district textbook review and approval process considers instructional materials that have been approved by the State Board of Education (SBE) for textbook adoption. Students have access to a wide variety of instructional materials including texts, workbooks, math and science equipment, reference resources, library and audiovisual materials. The school library and other technology resources provide students and staff with additional tools for learning and accessing information.

Annually the district surveys availability and adequacy of textbooks and science laboratory materials. Sufficient standards-aligned core textbooks are provided for each student on a one-to-one basis. Adequate materials support English language learners. District-adopted materials are consistent with state requirements. In addition various supplemental programs are utilized in classrooms and a number of intervention programs are used for academic support for struggling learners.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	The Language of Literature, McDougal Littell, ©2000	Yes	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	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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	Yes	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 Magruder's American Government, Prentice Hall, ©2005 Economics, South-Western, ©1997	Yes	0%
Health	Glencoe, ©1998	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%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,885	3,243	6,642	47,100
District	---	---	\$4,894	\$56,526
Percent Difference: School Site and District	---	---	35.72%	-18.47%
State	---	---	\$5,455	\$62,892
Percent Difference: School Site and State	---	---	16.96%	-20.87%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The high school is an alternative education program that allows the students to earn diplomas upon graduation. Some elective classes in art and woods support the academic program.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$33,041	\$38,725
Mid-Range Teacher Salary	\$48,593	\$59,717
Highest Teacher Salary	\$72,484	\$77,957
Average Principal Salary (Elementary)	\$72,185	\$95,363
Average Principal Salary (Middle)	\$74,668	\$98,545
Average Principal Salary (High)	\$79,250	\$107,031
Superintendent Salary	\$152,971	\$149,398
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	9	19	14	50	49	55	52	54	56
Mathematics	7	12	6	42	40	44	48	50	51
Science	13	7	14	53	57	67	54	57	60
History-Social Science	12	16	19	38	44	46	44	48	49

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	55	44	67	46
All Student at the School	14	6	14	19
Male	15	8		27
Female	12		15	9
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15			9
Native Hawaiian/Pacific Islander				
White	13	5	23	22
Two or More Races				
Socioeconomically Disadvantaged	11	5	11	20
English Learners				
Students with Disabilities	15	8		15
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	20	16	13	52	57	52	54	59	56
Mathematics	6	4	5	49	51	48	54	56	58

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

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	23	30	52	34	14
All Students at the School	87	4	9	95	5	0
Male	93	0	7	93	7	0
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White	89	0	11	94	6	0
Two or More Races						
Socioeconomically Disadvantaged	94	0	6	100	0	0
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2009	2010	2011
Statewide	B	B	B
Similar Schools	B	B	B

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-21	98	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	32	595	2,922	773	4,664,264	788
Black or African American	0		12	752	313,201	710
American Indian or Alaska Native	0		23	705	31,606	742
Asian	0		27	749	404,670	905
Filipino	0		14	809	124,824	869
Hispanic or Latino	5		337	739	2,425,230	740
Native Hawaiian/Pacific Islander	1		3		26,563	775
White	25	606	2,284	775	1,221,860	853
Two or More Races	1		222	804	88,428	849
Socioeconomically Disadvantaged	27	594	1,734	738	2,779,680	737
English Learners	0		39	659	1,530,297	716
Students with Disabilities	8		371	567	530,935	607

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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 CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

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

Federal Intervention Program (School Year 2012-13)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	28.6

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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 UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	21.6	8.8	11.7	4.2	8.8	11.7	5.7	16.6	14.4
Graduation Rate	83.66	89.24	84.71	83.66	89.24	84.71	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	53	314	---
Black or African American	0	0.63%	---
American Indian or Alaska Native	0	0.94%	---
Asian	0	1.25%	---
Filipino	0	0	---
Hispanic or Latino	9.43%	10.38%	---
Native Hawaiian/Pacific Islander	0	0.31%	---
White	84.91%	81.13%	---
Two or More Races	5.66%	5.35%	---
Socioeconomically Disadvantaged	79.24	47.13%	---
English Learners	0	1.59%	---
Students with Disabilities	15.09	14.33%	---

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

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

Career Technical Education Participation (School Year 2011-12)

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/articulated between the school/institutions of postsecondary education	N/A

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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.