

Paradise Senior High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Paradise Senior High School
Street	5911 Maxwell Drive
City, State, Zip	Paradise, CA 95969
Phone Number	530-872-6425
Principal	Michael Ervin
Email Address	mervin@pusdk12.org
Website	http://psh.pusdk12.org/
County-District-School (CDS) Code	04-61531-0437350

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Paradise Unified School District
Phone Number	530-872-6400
Superintendent	Tom Taylor
Email Address	scraft@pusdk12.org
Website	www.pusdk12.org

School Description and Mission Statement (School Year 2020-2021)

PHS sits on a 26-acre site, with a total of 65 classrooms and labs, two gymnasiums, 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; 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 2019-2020)

Grade Level	Number of Students
Grade 9	153
Grade 10	160
Grade 11	130
Grade 12	126
Total Enrollment	569

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1.2
Asian	0.7
Filipino	0.5
Hispanic or Latino	12.8
White	75.9
Two or More Races	8.4
Socioeconomically Disadvantaged	56.4
English Learners	0.7
Students with Disabilities	14.6
Foster Youth	0.7
Homeless	10

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	40	33.4		
Without Full Credential	0	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%

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

School Facility Conditions and Planned Improvements

Recently completed facility improvements include removal of the 600 wing in preparation for new gym; Home Economics kitchen gutted and re-outfitted; eLearning 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 a new gym (to be completed February 2021), a new softball field, a new administrative building containing counseling and administrative offices and 19 classrooms, new science rooms, and modernization of the entire campus.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 3/26/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 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, PHS 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; Engineering & Architecture 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 Stacie Martin, and some industries participating in the CTE pathways are Workability, the California transition program; and CSUC Manufacturing Expo.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	313
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.26
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	29.49

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 keeps students, parents and the community informed.
- Our Administrative Team, school clubs, and various students all share information at the public school board meetings.
- 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	3.8	3.8	7.8	10.9	9.8	13.2	9.1	9.6	9
Graduation Rate	92.1	90.9	89.2	82	84.7	81.7	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.9	1.9	6.6	4.1	3.5	3.5
Expulsions	0.4	0.0	0.3	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	21	23	17	10	22	16	24	4	28	3	12	5
Mathematics	16	42	15		23	11	17	5	22	12	7	2
Science	21	10	16	4	23	8	11	5	19	10	8	1
Social Science	20	18	14	10	21	13	18	6	25	6	5	7

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	379.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9916	3548	6368	66721
District	N/A	N/A	6187	\$66,202
Percent Difference - School Site and District	N/A	N/A	2.9	0.8
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-19.6	-12.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,000	\$47,145
Mid-Range Teacher Salary	\$57,364	\$74,952
Highest Teacher Salary	\$98,912	\$96,092
Average Principal Salary (Elementary)	\$97,886	\$116,716
Average Principal Salary (Middle)	\$96,006	\$120,813
Average Principal Salary (High)	\$112,067	\$131,905
Superintendent Salary	\$162,400	\$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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	12.3

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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, Capturing Kids' Hearts, Restorative Justice, RULER, 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
- Capturing Kids' Hearts
- 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 - LBGQTQ+ 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)

- RULER
- 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