

Paradise Senior High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

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

2022-23 District Contact Information

| | |
|---------------------------------|-----------------------------------------------------------------|
| District Name | Paradise Unified School District |
| Phone Number | 530-872-6400 |
| Superintendent | Tom Taylor |
| Email Address | scraft@pusdk12.org |
| District Website Address | https://www.pusdk12.org/ |

2022-23 School Overview

PHS, a comprehensive high school, sits on a 26-acre site with a total of 46 classrooms including three science labs, two gymnasiums, a band room, a performing arts center, computer labs, one engineering lab, a library, two weight rooms, an agricultural mechanics shop, and a student store. Outside recreational facilities include basketball courts, softball and baseball diamonds, a football field, and several practice fields. The school is currently building a new state-of-the-art classroom/administration building which will be done by the start of the 23-24 school year. In addition, all science classrooms are set to be completely redone along with a new library and media lab for the 23-24 school year. .

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 science. Four years of Spanish 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, Woodworking, and 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.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 8 | 1 |
| Grade 9 | 144 |
| Grade 10 | 129 |
| Grade 11 | 92 |
| Grade 12 | 108 |
| Total Enrollment | 474 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 45.8 |
| Male | 54.2 |
| American Indian or Alaska Native | 1.5 |
| Asian | 0.4 |
| Black or African American | 0.0 |
| Filipino | 0.2 |
| Hispanic or Latino | 14.8 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 6.1 |
| White | 76.8 |
| English Learners | 0.6 |
| Foster Youth | 0.4 |
| Homeless | 3.4 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 53.2 |
| Students with Disabilities | 16.5 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|-------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 25.50 | 87.27 | 98.30 | 80.10 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.40 | 1.36 | 1.60 | 1.30 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 1.71 | 5.20 | 4.24 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.00 | 6.93 | 7.30 | 6.02 | 12115.80 | 4.41 |
| Unknown | 0.80 | 2.73 | 10.20 | 8.33 | 18854.30 | 6.86 |
| Total Teaching Positions | 29.30 | 100.00 | 122.80 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|-------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--------------------------------------------------------------|-------------|---------|
| Permits and Waivers | 0.50 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.50 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--------------------------------------------------------|-------------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 2.00 | |
| Total Out-of-Field Teachers | 2.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.50 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other 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 with the California Content Standards. The district textbook review and approval process consider 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.

Year and month in which the data were collected

November 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------|
| Reading/Language Arts | McDougal Littell, CSU, Chico, ERWC, Newsela Pro | Yes | 0% |
| Mathematics | CPM: Core Connections 3, ©2014 CPM: Integrated Math 1, ©2014 CPM: Integrated Math 2, ©2015 CPM: Integrated Math 3, ©2016 Glencoe Mathematics for Business and Personal Finance ©2014 The Practice of Statistics, 6th edition - Bedford, Freeman & Worth ©2018 | Yes | 0% |
| Science | Prentice Hall (Pearson): Physical Science, Conceptual Physics, ©2009 Prentice Hall (Pearson), Biology, ©2007 Holt, Rinehart & Winston, Modern Chemistry, ©2000 | Yes | 0% |
| History-Social Science | Pearson/McGraw Hill- World History, US History, American Government | Yes | 0% |
| Foreign Language | Descubre 1 : Lengua y cultura del mundo hispanico, Vista Higher Learning ©2014 | Yes | 0% |
| Health | Glencoe Health, ©2008 | Yes | 0% |
| Visual and Performing Arts | Teacher-selected instructional materials that are aligned with State standards | | 0% |
| Science Laboratory Equipment (grades 9-12) | Annual review of availability and quality | | 0% |

School Facility Conditions and Planned Improvements

Due to the passing of the School bond on November 7, 2018 and the Camp Fire on November 8, 2018 There are many new facilities and upgrades happening in Paradise Unified School District (PUSD). On January 18, 2022 PUSD approved the Facilities Project Priorities List where every site will have improvements.

Paradise High School broke ground on a new 19 classroom with an administration building. In addition, the old science and library wing is being remodeled into 3 state of the art science labs, a library, and a media lab. The old administration and 4-classroom building was demolished to make room for the new building. We also upgraded our underground infrastructure and added a back-up generator to power all of the buildings on the main campus in the event of a power outage.

Year and month of the most recent FIT report

December 2022

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--------------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 46 | N/A | 36 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 24 | N/A | 28 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 77 | 68 | 88.31 | 11.69 | 46.27 |
| Female | 28 | 24 | 85.71 | 14.29 | 54.17 |
| Male | 49 | 44 | 89.80 | 10.20 | 41.86 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 63 | 56 | 88.89 | 11.11 | 47.27 |
| English Learners | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 32 | 28 | 87.50 | 12.50 | 28.57 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 13 | 11 | 84.62 | 15.38 | 18.18 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 77 | 70 | 90.91 | 9.09 | 24.29 |
| Female | 28 | 26 | 92.86 | 7.14 | 34.62 |
| Male | 49 | 44 | 89.80 | 10.20 | 18.18 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 63 | 57 | 90.48 | 9.52 | 28.07 |
| English Learners | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 32 | 28 | 87.50 | 12.50 | 14.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 13 | 11 | 84.62 | 15.38 | 9.09 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 30.33 | 20.39 | 21.53 | 22.02 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 163 | 152 | 93.25 | 6.75 | 20.39 |
| Female | 71 | 64 | 90.14 | 9.86 | 21.88 |
| Male | 92 | 88 | 95.65 | 4.35 | 19.32 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 21 | 21 | 100 | 0 | 14.29 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 13 | 11 | 84.62 | 15.38 | 9.09 |
| White | 126 | 117 | 92.86 | 7.14 | 22.22 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 77 | 74 | 96.1 | 3.9 | 16.22 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 17 | 15 | 88.24 | 11.76 | 6.67 |

2021-22 Career Technical Education Programs

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 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; and Engineering & Architecture 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.

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE | 225 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 20 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---------------------------------------------------------------------------|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.13 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 31.76 |

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
| Grade 9 | 82% | 85% | 85% | 84% | 88% |

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

PHS Administration, staff, and leadership employ a wide range of opportunities to encourage parental involvement:

- School Site Council
- Parent-Teacher-Student Organization (PTSO)
- Back-to-School night in the fall is an opportunity for parents to obtain information about the school as a whole, as well as individual teacher requirements, strategies, and expectations
- Open House in the spring is a night for PHS students to share their work and accomplishments with parents and the community
- Academic and athletic awards nights and banquets
- Sports Boosters
- Band Boosters
- Parent/Student Handbook
- Aeries Portal
- PHS web page
- Annual parent surveys
- Automated messaging system
- Administrative Team and students share information at public school board meetings
- Ninth grade summer Parent/Student meeting before school helps to inform parents and students of the opportunities and expectations at the high school
- Ninth grade families meet counselors to develop a four-year plan for college or career pursuit
- Junior and Senior parent night highlight college and career readiness and help parents and students access scholarships and financial aid

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 1.7 | 2.9 | | 14 | 8 | | 8.9 | 7.8 |
| Graduation Rate | | 96.5 | 94.2 | | 82.1 | 89.9 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|-----------------------------------------------|------------------------------|----------------------------|------------------------|
| All Students | 103 | 97 | 94.2 |
| Female | 48 | 46 | 95.8 |
| Male | 55 | 51 | 92.7 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | 18 | 17 | 94.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 76 | 71 | 93.4 |
| English Learners | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.0 |
| Homeless | 94 | 89 | 94.7 |
| Socioeconomically Disadvantaged | 99 | 93 | 93.9 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 14 | 10 | 71.4 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 551 | 499 | 194 | 38.9 |
| Female | 249 | 229 | 90 | 39.3 |
| Male | 302 | 270 | 104 | 38.5 |
| American Indian or Alaska Native | 7 | 7 | 2 | 28.6 |
| Asian | 3 | 2 | 0 | 0.0 |
| Black or African American | 2 | 2 | 1 | 50.0 |
| Filipino | 1 | 1 | 1 | 100.0 |
| Hispanic or Latino | 85 | 74 | 26 | 35.1 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 40 | 30 | 15 | 50.0 |
| White | 412 | 382 | 149 | 39.0 |
| English Learners | 6 | 5 | 1 | 20.0 |
| Foster Youth | 4 | 3 | 2 | 66.7 |
| Homeless | 34 | 32 | 17 | 53.1 |
| Socioeconomically Disadvantaged | 324 | 289 | 121 | 41.9 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 92 | 83 | 35 | 42.2 |

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 10.85 | 7.38 | 2.45 |
| Expulsions | 0.64 | 0.21 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 2.34 | 11.80 | 1.60 | 7.71 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|------------------------------------------------------|------------------|-----------------|
| All Students | 11.80 | 0.00 |
| Female | 7.63 | 0.00 |
| Male | 15.23 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 7.06 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 10.00 | 0.00 |
| White | 12.14 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 29.41 | 0.00 |
| Socioeconomically Disadvantaged | 13.89 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 22.83 | 0.00 |

2022-23 School Safety Plan

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, and the Town of Paradise. The plan addresses safe ingress and egress, civil unrest, weapons on campus, maintaining order on campus, natural disasters, armed intruders, fire and earthquake, etc.

Emergency plans and exit routes are posted in every PHS classroom and office; these rooms also contain crisis kits comprised of supplies in the event of an extended lockdown (toiletries, first-aid kit, emergency plan report, contact numbers, etc.). 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.

The plan contains all of the information required by law and is updated annually by site administration and the School Site Council (by January) with final review and approval by the PUSD Governing Board at the February meeting.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 28 | 3 | 12 | 5 |
| Mathematics | 22 | 12 | 7 | 2 |
| Science | 19 | 10 | 8 | 1 |
| Social Science | 25 | 6 | 5 | 7 |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 20 | 12 | 9 | 1 |
| Mathematics | 19 | 13 | 6 | |
| Science | 21 | 6 | 5 | 2 |
| Social Science | 19 | 10 | 6 | 1 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 21 | 13 | 10 | |
| Mathematics | 21 | 9 | 8 | 1 |
| Science | 18 | 9 | 4 | 2 |
| Social Science | 18 | 9 | 8 | 1 |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 948 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 13156 | 4618 | 8538 | 72182 |
| District | N/A | N/A | 8080 | \$70,925 |
| Percent Difference - School Site and District | N/A | N/A | 5.5 | 1.8 |
| State | N/A | N/A | \$6,594 | \$79,175 |
| Percent Difference - School Site and State | N/A | N/A | 25.7 | -9.2 |

2021-22 Types of Services Funded

Resource and IEP services, teacher tutoring, on-line credit recovery opportunities, AP and Honors' courses, foreign languages, sports, College Connection, Dual enrollment, Agricultural Mechanics, Project Lead the Way, Leadership, Link Crew, and VAPA programs all supplement the core instructional education.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & 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 | \$40,060 | \$48,503 |
| Mid-Range Teacher Salary | \$60,700 | \$74,912 |
| Highest Teacher Salary | \$99,998 | \$100,321 |
| Average Principal Salary (Elementary) | \$110,189 | \$122,160 |
| Average Principal Salary (Middle) | \$97,676 | \$127,632 |
| Average Principal Salary (High) | \$121,557 | \$137,578 |
| Superintendent Salary | \$159,000 | \$198,665 |
| Percent of Budget for Teacher Salaries | 29% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|------------------------------------------|------|
| Percent of Students in AP Courses | 10.1 |
|------------------------------------------|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--------------------------------------------------------------------------------------------------------|------------------------------|
| Computer Science | 0 |
| English | 2 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 1 |
| Science | 0 |
| Social Science | 2 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 5 |

Professional Development

Staff are paid for 3 days of professional development although some choose to go beyond that number of hours. Two of the three days is provided by the district, the last day is at the behest of the individual based on personally-stated needs and done in the week before the first day of school. 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, and 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,

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |