

Ridgeview High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

| | |
|--|-----------------------|
| School Name | Ridgeview High School |
| Street | 5944 Maxwell Ave |
| City, State, Zip | Paradise, CA 95969 |
| Phone Number | 530-872-6422 |
| Principal | David Smith |
| Email Address | dsmith@pusdk12.org |
| School Website | ridgeview.pusdk12.org |
| Grade Span | 10-12 |
| County-District-School (CDS) Code | 04-61531-0432856 |

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Ridgeview High School is the alternative high school serving the Paradise Unified School District. The school serves students in grades 10-12 and has an enrollment of 60 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-to-teacher ratio is 15:1. 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 2026 by the Western Association of Schools and Colleges (WASC).

2025-26 School Description and Mission Statement

The school offers various student support programs, including a .8 resource teacher, additional 1:1 support in the RSP room for any SPED or Gen Ed Students, a part-time social/emotional counselor, a full time academic counselor, a full time wellness coach and psychological and nursing services. Ridgeview also provides additional supports for students with an instructional aide assigned to each English and Math classroom.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 10 | 13 |
| Grade 11 | 14 |
| Grade 12 | 24 |
| Total Enrollment | 51 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 54.9 |
| Male | 43.1 |
| Non-Binary | 2 |
| American Indian or Alaska Native | 3.9 |
| Black or African American | 2 |
| Hispanic or Latino | 11.8 |
| Two or More Races | 2 |
| White | 80.4 |
| Foster Youth | 3.9 |
| Homeless | 13.7 |
| Socioeconomically Disadvantaged | 76.5 |
| Students with Disabilities | 21.6 |

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.

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) | 3.6 | 63.04 | 87.3 | 77.77 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 3 | 2.67 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.2 | 3.45 | 6.7 | 6.04 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.9 | 33.51 | 7.3 | 6.56 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0 | 0 | 7.8 | 6.94 | 15831.9 | 5.67 |
| Total Teaching Positions | 5.7 | 100 | 112.3 | 100 | 279044.8 | 100 |

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.

2022-23 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) | 3.1 | 62.45 | 87.1 | 73.79 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 4.7 | 3.99 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | 20.08 | 12.7 | 10.83 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.8 | 17.27 | 9.1 | 7.79 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 4.2 | 3.58 | 14303.8 | 5.15 |
| Total Teaching Positions | 4.9 | 100 | 118 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 3.2 | 65.99 | 87.9 | 74.05 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 4 | 3.37 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | 20.24 | 12.8 | 10.84 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.6 | 13.77 | 7.7 | 6.53 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 6.1 | 5.21 | 13705.8 | 4.91 |
| Total Teaching Positions | 4.9 | 100 | 118.7 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 1 | 1 |
| Misassignments | 0.20 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.20 | 1 | 1 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 1.90 | 0.8 | 0.6 |
| Total Out-of-Field Teachers | 1.90 | 0.8 | 0.6 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 14.2 | | |
| 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 | 0 | 0 |

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

2025-26 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

December 2024

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|--|
| Reading/Language Arts | The Language of Literature, McDougal Littell ©2000, Newsela Pro StudySync, My Path | 0% |
| Mathematics | Core Connections: Course 2, CPM, 2013 Core Connections; Course 3, CPM, 2013 Core Connections: Integrated I, CPM, 2014 Core Connections: Integrated II, CPM, 2015 Core Connections: Integrated III, CPM 2015 Mathematics for Business and Personal Finance, McGraw-Hill, 2016 Saxon Math 8/7, 7/6, 6/5, 2005 | 0% |
| Science | Holt Biology Visualizing Life 1998 McDougal Little California Biology 2008 Prentice-Hall Earth Science 2009 California Naturalist Handbook - Supplemental Material - | 0% |
| History-Social Science | Teachers' Curriculum Institute | 0% |
| Foreign Language | N/A | |

| | | |
|---|--|----|
| Health | Glencoe Health/McGraw Hill | 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

The original Ridgeview High School was located in Old Magalia, but was destroyed by the 2018 Campfire. The new Ridgeview High School Campus is located across the street from Paradise High School on Maxwell Drive. This campus was built to WUI (Wildland Urban Interface) standards, and has all of the modern tools for student success. This campus is also fully fenced for safety, and has a shared parking lot with Paradise High School. This configuration allows the students to access the Gyms, tennis courts, and CTE programs at Paradise High School. There is also a 230kW generator to keep the site running incase of power loss.

Year and month of the most recent FIT report

12/30/2024

| 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 | | | Room 105 w/Storage: 10. Gas can is not in a fire cabinet, please store in fire cabinet. Room 106 Resource Room: 10. Power strip that is plugged into an extension cord, this creates a daisy chain and a fire hazard. Please remove daisy chain. |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Room 102: 15. Please remove items from exterior door per fire code (folders, paper). |

Overall Facility Rate

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

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 18 | 17 | 33 | 37 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 12 | 0 | 28 | 32 | 35 | 37 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students | 20 | 18 | 90.00 | 10.00 | 16.67 |
| Female | 11 | 11 | 100.00 | 0.00 | 27.27 |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 15 | 15 | 100.00 | 0.00 | 20.00 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 18 | 16 | 88.89 | 11.11 | 18.75 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students | 20 | 18 | 90.00 | 10.00 | 0.00 |
| Female | 11 | 11 | 100.00 | 0.00 | 0.00 |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 15 | 15 | 100.00 | 0.00 | 0.00 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 18 | 16 | 88.89 | 11.11 | 0.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 16.67 | 31.25 | 20.22 | 33.11 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 25 | 24 | 96.00 | 4.00 | 33.33 |
| Female | 17 | 17 | 100.00 | 0.00 | 29.41 |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 20 | 20 | 100.00 | 0.00 | 30.00 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 25 | 24 | 96.00 | 4.00 | 33.33 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2024-25 Career Technical Education Programs

Each Ridgeview High School student meets with the academic counselor to provide an opportunity to enroll in career and vocational classes through Butte College as concurrent enrollment. A College and Career Prep class is offered as a graduation requirement at Ridgeview High School in which students must complete a variety of requirements to help launch them from high school to their college or career. Students also have the opportunity to enroll in an Emergency Medical Services CTE approved course and/or online CTE courses through Edmentum which include Manufacturing, Education and Health.

| 2024-25 Career Technical Education (CTE) Participation | |
|---|---------------------------|
| Measure | CTE Program Participation |
| Number of Pupils Participating in CTE | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

| 2024-25 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 |
| Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

| | |
|-------------------|--|
| B. Pupil Outcomes | <p>State Priority: Other Pupil Outcomes</p> <p>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.</p> |
|-------------------|--|

| 2024-25 California Physical Fitness Test Participation Rates | | | | | |
|---|----------------------------------|--|---|---|-----------------------------|
| This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 |

| | |
|---------------|--|
| C. Engagement | <p>State Priority: Parental Involvement</p> <p>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.</p> |
|---------------|--|

| 2025-26 Opportunities for Parental Involvement |
|--|
| Parents are encouraged to be involved with Ridgeview High School through various activities including surveys, Back to School Night, School Site Council, other school-based activities, and awards assemblies. Parents were also involved with the WASC Committee for the 2021 Accreditation Visit. |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| Dropout Rate | 15.4 | 18.5 | 11.1 | 13.3 | 9.2 | 10.4 | 8.2 | 8.9 | 8 |
| Graduation Rate | 84.6 | 81.5 | 86.1 | 85.6 | 89.2 | 86.3 | 86.2 | 86.4 | 87.5 |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 36 | 31 | 86.1 |
| Female | 16 | 15 | 93.8 |
| Male | 19 | 15 | 78.9 |
| Non-Binary | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 28 | 24 | 85.7 |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | 13 | 11 | 84.6 |
| Socioeconomically Disadvantaged | 34 | 29 | 85.3 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 95 | 88 | 58 | 65.9 |
| Female | 43 | 42 | 27 | 64.3 |
| Male | 50 | 44 | 31 | 70.5 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 13 | 12 | 6 | 50.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 74 | 68 | 46 | 67.6 |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 14 | 13 | 8 | 61.5 |
| Socioeconomically Disadvantaged | 87 | 82 | 55 | 67.1 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 20 | 20 | 10 | 50.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 18.07 | 17.11 | 7.37 | 7.29 | 6.79 | 6.41 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0.04 | 0 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 7.37 | 0.00 |
| Female | 6.98 | 0.00 |
| Male | 6.00 | 0.00 |
| Non-Binary | 0.00 | 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 | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 8.11 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 14.29 | 0.00 |
| Socioeconomically Disadvantaged | 8.05 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 10.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety 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. The Ridgeview High School Safety Plan was developed in collaboration with the School Site Council, school staff and administration, Paradise Police Dept, Butte County Sheriff's Dept, Paradise Fire Dept, and the Town of Paradise. The plan addresses safe entry and exit, civil unrest, weapons on campus, maintaining order on campus, natural disasters, armed intruders, fire and earthquake, etc. The plan contains all of the information required by law and is reviewed annually by the school administration, School Site Council, and PUSD Governing Board. The Safety Plan was reviewed at an All-Staff Meeting on September 3, 2025. Emergency plans are posted in each classroom, and Emergency drills are conducted at regular intervals throughout the school year.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 12 | 4 | 0 | 0 |
| Mathematics | 13 | 3 | 0 | 0 |
| Science | 11 | 4 | 0 | 0 |
| Social Science | 14 | 6 | 0 | 0 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 12 | 5 | | |
| Mathematics | 12 | 3 | | |
| Science | 12 | 4 | | |
| Social Science | 12 | 6 | | |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 13 | 5 | | |
| Mathematics | 14 | 2 | | |
| Science | 12 | 3 | | |
| Social Science | 12 | 5 | | |

2024-25 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 | 0 |

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | 12736 | 4124 | 8611 | 74578 |
| District | N/A | N/A | 8392 | \$86,717 |
| Percent Difference - School Site and District | N/A | N/A | 2.6 | -2.3 |
| State | N/A | N/A | \$11,146 | \$92,686 |
| Percent Difference - School Site and State | N/A | N/A | -22.3 | -5.3 |

Fiscal Year 2024-25 Types of Services Funded

Ridgeview High School is a WASC approved, alternative, continuation-identified education program that allows students to earn diplomas upon graduation. Elective classes in EMS, Art, PE, Health, Guitar, Game Theory, and career exploration support the academic program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$53,626 | \$57,978 |
| Mid-Range Teacher Salary | \$76,423 | \$89,612 |
| Highest Teacher Salary | \$114,125 | \$117,194 |
| Average Principal Salary (Elementary) | \$143,000 | \$143,632 |
| Average Principal Salary (Middle) | \$127,713 | \$149,447 |
| Average Principal Salary (High) | \$130,075 | \$162,334 |
| Superintendent Salary | \$207,133 | \$234,076 |
| Percent of Budget for Teacher Salaries | 28% | 27.81% |
| Percent of Budget for Administrative Salaries | 5.61% | 5.47% |

2024-25 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

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 | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

Professional development opportunities are available through Paradise Unified School District, Butte County Office of Education and other providers. The content consisted of a variety of subject matter including English language arts, math, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment, and character education. Teachers have implemented California Common Core State Standards through staff development and collaboration. Continued PD opportunities for the 2023-2024 school year include RULER SEL Training, Leadership Training, and Student Assessment Training.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |