

Paradise Junior 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	Paradise Junior High School
Street	5657 Recreation Drive
City, State, Zip	Paradise
Phone Number	530-872-6465
Principal	Larry Johnson
Email Address	ljohnson@pusdk12.org
School Website	https://pjhs.pusdk12.org/index.html
Grade Span	7-8
County-District-School (CDS) Code	04 61531 6003321

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

The staff at Paradise Junior High School recognizes that students possess diverse academic, social, and emotional needs. A primary focus of the school is to ensure that all students have access to a rigorous, standards-aligned curriculum delivered through engaging and effective instructional practices that promote student achievement. Paradise Junior High School places equal emphasis on academic success and character development, supporting students in becoming informed, responsible, and active participants in a democratic society.

Student progress is monitored using established state, district, and school-level benchmarks and assessments. These assessment tools are used to measure academic achievement, recognize student success, and identify areas for continuous

2025-26 School Description and Mission Statement

improvement in instructional practices and student learning outcomes.

Paradise Junior High School continues to enhance intervention and remediation efforts through targeted reading and mathematics programs, as well as a variety of support services designed to meet the needs of students who are academically at risk. Additional services are provided through partnerships with the Butte County Office of Education and an after-school program offered in collaboration with the Boys & Girls Club.

The school's vision emphasizes a collaborative learning environment that actively engages staff, families, and students in supporting academic, physical, and social-emotional growth.

Paradise Junior High School is a dynamic, student-centered learning community committed to continuous improvement. The school is proud of its accomplishments and remains dedicated to supporting students during this critical stage of their educational development. For additional information, questions, or feedback, families and community members are encouraged to contact the school office.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	1
Grade 6	2
Grade 7	105
Grade 8	92
Total Enrollment	197

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.1
Male	57.9
American Indian or Alaska Native	3
Asian	0.5
Black or African American	0.5
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.6
White	70.1
English Learners	2
Foster Youth	0.5
Homeless	3
Socioeconomically Disadvantaged	72.1
Students with Disabilities	26.4

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)	8.4	91.4	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	0	6.7	6.04	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.3	6.56	11953.1	4.28
Unknown/Incomplete/NA	0.8	8.71	7.8	6.94	15831.9	5.67
Total Teaching Positions	9.1	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)	9	91.84	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)	0.2	2.04	12.7	10.83	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	4.08	9.1	7.79	11746.9	4.23
Unknown/Incomplete/NA	0.2	2.04	4.2	3.58	14303.8	5.15
Total Teaching Positions	9.8	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)	8.9	83.36	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)	0.4	3.74	12.8	10.84	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.7	6.53	12112.8	4.34
Unknown/Incomplete/NA	1.3	12.8	6.1	5.21	13705.8	4.91
Total Teaching Positions	10.7	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	0	0
Misassignments	0.00	0.2	0.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.2	0.4

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	0.4	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0.4	0

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)	0	0	0
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 places a high priority on ensuring that all students have access to current, standards-aligned textbooks and instructional materials. The primary goal is to provide instructional resources that are aligned with the California Content Standards. The district's textbook review and approval process considers only instructional materials that have been approved by the California State Board of Education (SBE) for adoption.

Students at Paradise Junior High School have access to a wide range of instructional materials, including textbooks, workbooks, mathematics and science equipment, reference resources, library materials, and audiovisual resources. The school library and technology resources further support instruction by providing students and staff with additional tools for learning and accessing information.

On an annual basis, the district surveys the availability and adequacy of textbooks and science laboratory materials. Sufficient, standards-aligned core instructional materials are provided to each student on a one-to-one basis. Adequate materials are also available to support English learners. All district-adopted instructional materials meet state requirements. In addition to core instructional resources, teachers utilize a variety of supplemental materials, and multiple intervention programs are in place to provide targeted academic support for students who require additional assistance.

Year and month in which the data were collected

2021-2022

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	McGraw-Hill Ed.(StudySync) (6th-8th) ©2017 Expository Reading & Writing (6th-8th)- CSU, Chico	0%
Mathematics	CPM Educational Program, ©2014	0%
Science	Amplify Science (6th-8th) May 2023	0%
History-Social Science	Teachers' Curriculum Institute, History Alive! (7th-8th) May 2023	0%
Foreign Language	n/a	
Health	Glencoe Health/McGraw Hill (7th-8th) May 2021	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	0%
Science Laboratory Equipment (grades 9-12)	n/a	

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

School Facility Conditions and Planned Improvements

Paradise Junior High School is in good condition. Light bulbs are out and need to be replaced. Please let your staff know that fire extinguishers and electrical panels need to be kept clear for emergency access.

Year and month of the most recent FIT report

08/21/2025 - 08/21/2025

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		300 Boys Restroom: 4. (D) Walls appear to have hazards from tears and holes 300 Girls Restroom: 4. (D) Walls appear to have hazards from tears and holes Kitchen: 4. (D) Walls appear to have hazards from tears and holes, paint peeling around concession window. There are minor holes in the walls Library: 4. (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) ceiling tile in library office MPR Storage Closet: 4. (D) Ceiling tiles have holes or stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Gym Boys Restroom: 5. (D) Restrooms, drinking fountains, food preparation and/or serving areas appear to NOT have been cleaned each day that school is in session Room 205: 5. (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Gym Girls Restroom: 8. (D) Restrooms are NOT stocked with menstrual products in compliance with AB 367
Safety: Fire Safety, Hazardous Materials	X			Room 303: 11. (D) Materials labeled "keep out of reach of children" are within reach of children (D) Aerosols found (no aerosols are allowed)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	24	34	33	37	47	48
Mathematics (grades 3-8 and 11)	19	32	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	194	184	94.85	5.15	33.88
Female	83	75	90.36	9.64	39.19
Male	111	109	98.20	1.80	30.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	42	41	97.62	2.38	39.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	41.67
White	131	123	93.89	6.11	31.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	136	95.77	4.23	29.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96.30	3.70	19.23

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	194	178	91.75	8.25	32.02
Female	83	74	89.16	10.84	31.08
Male	111	104	93.69	6.31	32.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	42	38	90.48	9.52	28.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	27.27
White	131	121	92.37	7.63	32.23
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	132	92.96	7.04	30.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96.30	3.70	21.15

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)	10.98	28.92	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	90	83	92.22	7.78	28.92
Female	39	34	87.18	12.82	23.53
Male	51	49	96.08	3.92	32.65
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	20	19	95.00	5.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	57	53	92.98	7.02	39.62
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	62	93.94	6.06	24.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	21.74

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.

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
Grade 5	1	1	1	1	1
Grade 7	94	91	96	95	97

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.

2025-26 Opportunities for Parental Involvement

Paradise Junior High School recognizes that parent and guardian involvement is a critical component of student success. The School Site Council (SSC) provides parents with opportunities to collaborate with school and district staff in the development, monitoring, and evaluation of board-approved goals and objectives on an annual basis. Parents may serve up to two consecutive years on the SSC and participate in monthly meetings that include shared governance responsibilities such as budget oversight, program monitoring, and policy review. Council members also serve as liaisons between the school, families, and the broader community.

The school engages families through multiple outreach opportunities, including Student Orientation, Back to School Night, and Open House. During these events, parents are provided access to community resources, support in establishing Aeries portal accounts to monitor student academic progress, and information regarding parent education opportunities. Ongoing communication with families is maintained through Aeries Communications, the school website, and social media platforms.

Parents and guardians are encouraged to support school activities through volunteer opportunities that assist classrooms and student programs. Family involvement contributes to the planning and support of student recognition events and school-sponsored activities. Parent participation also supports student access to extracurricular programs, including athletics and student leadership opportunities. Additional information regarding volunteer opportunities and school activities is available through the school office.

Parents and guardians are encouraged to participate in their child's education to the extent their time and availability allow.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	233	219	80	36.5
Female	101	94	37	39.4
Male	132	125	43	34.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	47	20	42.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	15	6	40.0
White	157	149	51	34.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	12	10	83.3
Socioeconomically Disadvantaged	179	169	71	42.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	62	60	25	41.7

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
17.37	15.38	13.73	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	13.73	0.00
Female	5.94	0.00
Male	19.70	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	13.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.50	0.00
White	14.01	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	35.71	0.00
Socioeconomically Disadvantaged	16.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.13	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

Ensuring a safe, secure, and supportive learning environment is a priority at Paradise Junior High School. The school maintains a comprehensive School Safety Plan that outlines policies, procedures, and strategies designed to promote student safety and well-being. The plan is reviewed annually, updated as necessary, and approved by the Governing Board.

The School Safety Plan includes procedures related to emergency and disaster preparedness; responses to dangerous situations or individuals; child abuse reporting requirements; sexual harassment prevention; dress code guidelines; safe ingress and egress of students; maintenance of a safe and orderly learning environment; student conduct expectations; and suspension and expulsion procedures.

Paradise Junior High School implements Positive Behavioral Interventions and Supports (PBIS) as a key component of its safety and behavior framework. PBIS practices are used to establish consistent behavior expectations and promote a positive school climate. Local Control and Accountability Plan (LCAP) funds support a full-time instructional coach who assists with the continued development and implementation of PBIS practices. Dedicated instructional time is built into the school schedule to allow staff to explicitly teach PBIS expectations and reinforce incentive and recognition systems.

The promotion of positive student behavior is central to the School Safety Plan. Clear, consistent behavior expectations are communicated to students and families through the school planner, which is provided to all students at the start of the school year. School administrators and staff regularly reinforce behavior standards, problem-solving strategies, and positive recognition practices that contribute to a safe and respectful school climate. Students demonstrating safe, respectful, and responsible behavior are acknowledged through schoolwide recognition systems, including regular celebration assemblies.

Additional funds support the implementation of a leadership development program designed to strengthen school culture and student engagement. The Virtues Project is implemented across all grade levels, with weekly activities and celebrations recognizing positive character development.

To further enhance campus safety, the school has upgraded all security cameras to modern surveillance systems. A campus supervisor is assigned to provide additional supervision before school, between classes, during lunch periods, and after school.

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	17	8	3	0
Mathematics	17	9	2	0
Science	21	3	4	0
Social Science	22	2	5	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	17	7	5	
Mathematics	17	11	2	
Science	21	3	5	
Social Science	20	3	4	1

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	28	1	3	3
Mathematics	23.6	4	4	
Science	31.5	0	3	3
Social Science	30.8	0	4	2

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	225

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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.68
Psychologist	.14
Social Worker	0
Nurse	.14
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0
Other	1.8

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	12814	4283	8531	76502
District	N/A	N/A	8392	\$86,717
Percent Difference - School Site and District	N/A	N/A	1.6	0.3
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-23.2	-2.8

Fiscal Year 2024-25 Types of Services Funded

The school delivers comprehensive, curriculum-based instruction aligned with the Common Core State Standards across all core academic subject areas. To support equitable access to high-quality instruction, the school implements a range of supplemental programs, including Title I and special education services. Students who are not meeting grade-level standards in core subject areas receive targeted, data-informed interventions designed to address identified learning gaps and support academic growth.

Title I funds are strategically allocated to provide supplemental instructional support for English Learners, students experiencing homelessness, and foster youth through additional instructional aide staffing and focused small-group interventions. In addition, Title I funding supports the PJHS STEM Lab, which offers structured, hands-on, project-based learning experiences that enhance core instruction, promote critical thinking, and increase student engagement for all students.

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%

Professional Development

Paradise Unified School District has developed and implemented a districtwide schedule providing embedded collaboration time for teachers each Wednesday. This dedicated time allows teachers to engage in collaborative work focused on standards alignment, instructional practices, assessment strategies, and analysis of student data. Additional professional development opportunities are incorporated into after-school meetings. Training is provided through the district, the Butte County Office of Education, and other external providers. Teachers participate in a minimum of 21 hours of professional development annually, covering topics such as English language arts, mathematics, effective instructional strategies, meeting the needs of students with special needs, increasing student achievement, enriching the school environment, and character education.

To further support collaboration and continuous improvement, four minimum days are scheduled annually for K–8 schools to facilitate teacher collaboration across sites. These opportunities allow grade-level teams, content-area teams, and vertical teams to meet and work collectively toward districtwide academic goals. District and site Title I professional development funds are strategically used to support implementation of the Common Core State Standards through targeted training opportunities. These include county office workshops, on-site professional learning facilitated by county office staff, site-based collaboration, teacher-led technology training, and off-site conferences such as the Computer Using Educators (CUE) Conference and training in Problem-Based Learning.

At Paradise Junior High School, teachers are implementing the College Preparatory Mathematics curriculum and participate in ongoing professional development to ensure effective use of the program and alignment with instructional best practices. Teachers, administrators, and school community representatives collaboratively develop professional development priorities through the Local Control and Accountability Plan (LCAP) process to address identified areas of need. Since the 2021–2022 school year, multiple trainings focused on Professional Learning Communities (PLCs) have been conducted to strengthen collaborative practices and instructional coherence.

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