Paradise Senior 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 Senior High School
Street	5911 Maxwell Drive
City, State, Zip	Paradise, CA 95969
Phone Number	530-872-6425
Principal	Christina Voigt
Email Address	cvoigt@pusdk12.org
School Website	http://phs.pusdk12.org/
Grade Span	9-12
County-District-School (CDS) Code	04-61531-0437350

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

Paradise High School (PHS), a comprehensive high school, is situated on a 26-acre site featuring 46 classrooms, including three science labs, two gymnasiums, a band room, a performing arts center, computer labs, an engineering lab, a library, two weight rooms, an agricultural mechanics shop, and a student store. The campus also offers extensive outdoor recreational facilities such as basketball courts, softball and baseball diamonds, a football field, and multiple practice fields. Recent additions include a state-of-the-art classroom/administration building, as well as a new library and media lab, reflecting our commitment to enhancing the learning environment.

PHS provides a diverse selection of academic and vocational courses designed to meet the varying needs of our students. In

2025-26 School Description and Mission Statement

addition to traditional UC/CSU preparatory classes, students have the opportunity to enroll in Honors and Advanced Placement courses in English, math, foreign language, science, and social science. Four years of Spanish instruction are available, and articulation agreements with Butte Community College allow students in select courses to earn concurrent college credit (2+2+2 classes). Career pathways at PHS include PLTW Engineering, Woodworking, and Agricultural Mechanics and now Emergency Medical Services.

The mission of Paradise High School is to operate as a dynamic learning community that ensures all students achieve high levels of academic success. Our school culture emphasizes the values of safety, respect, and responsibility. We are dedicated to empowering and motivating every student to reach their full learning potential and develop a personal vision for the future.

To further our commitment to student success, PHS focuses on four key goals:

Improve Learning – By providing rigorous and engaging curriculum, personalized instruction, and robust academic support, we strive to enhance student achievement across all subjects.

Provide SEL Strategies – We integrate social-emotional learning (SEL) strategies to foster resilience, empathy, and self-awareness, promoting a positive school environment and addressing students' holistic needs.

Boost Attendance – Through targeted interventions and proactive engagement with students and families, we work to reduce absenteeism and ensure that all students have access to consistent learning experiences.

Strengthen College and Career Readiness – By offering comprehensive guidance, career pathway programs, and college preparation resources, we equip students with the skills and knowledge necessary for post-secondary success.

Our vision is to cultivate collaboration among students, parents, and the community to enrich the learning experience and inspire a passion for lifelong learning and growth. At PHS, we aim to produce knowledgeable, responsible, and engaged citizens prepared for the challenges and opportunities ahead.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	145
Grade 10	135
Grade 11	114
Grade 12	101
Total Enrollment	495

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.3
Non-Binary	0.6
American Indian or Alaska Native	1
Asian	0.6
Black or African American	0.6
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7.1
White	75.6
English Learners	1.4
Homeless	3.8
Socioeconomically Disadvantaged	51.1
Students with Disabilities	17.2

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)	23.3	84.19	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)	0.6	2.31	6.7	6.04	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	7.33	7.3	6.56	11953.1	4.28
Unknown/Incomplete/NA	1.6	6.06	7.8	6.94	15831.9	5.67
Total Teaching Positions	27.7	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)	20.7	73.84	87.1	73.79	231142.4	83.24
Intern Credential Holders Properly Assigned	0.7	2.53	4.7	3.99	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.5	12.74	12.7	10.83	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.6	9.25	9.1	7.79	11746.9	4.23
Unknown/Incomplete/NA	0.4	1.6	4.2	3.58	14303.8	5.15
Total Teaching Positions	28.1	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)	21.4	82.45	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)	2.4	9.49	12.8	10.84	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	3.57	7.7	6.53	12112.8	4.34
Unknown/Incomplete/NA	1.1	4.45	6.1	5.21	13705.8	4.91
Total Teaching Positions	26	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	0.5
Misassignments	0.60	2.5	1.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.60	3.5	2.4

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	1.10	1.8	0.9
Local Assignment Options	0.90	0.7	0
Total Out-of-Field Teachers	2.00	2.6	0.9

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	3.5
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	November 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	McDougal Littell, CSU, Chico, ERWC	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	0%
Science	Prentice Hall (Pearson): Physical Science, Conceptual Physics, ©2009 Prentice Hall (Pearson), Biology, ©2007 Holt, Rinehart & Winston, Modern Chemistry, ©2000	0%
History-Social Science	Pearson/McGraw Hill- World History, US History, American Government and TCI	0%
Foreign Language	Descubre 1 : Lengua y cultura del mundo hispanico, Vista Higher Learning ©2014	0%
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

Paradise High School has welcomed a new 19 classroom, 2 story building that includes the administration offices. The library, which includes 4 science classrooms, received a full modernization. The 2018 School Bond as well as insurance proceeds made this possible. Four classroom wings were also demolished to create a new outdoor learning space. There was a sitewide electrical and sewer upgrade, which was desperately needed upgrade from the 1950's infrastructure. The new and modernized buildings are constructed to WUI (Wildland Urban Interface) standards. A campus wide fire alarm upgrade was also completed. The main campus is fenced for the safety and security of the students and staff. PHS has 2-500KW generators to allow the main campus to function incase of a power outage.

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		130 Boys Restroom: 4. Tiles missing, please repair. Removed dried paint from walls and floor. 130 Girls Restroom: 4. Remove dried paint from floors and walls. 204 Office: 4. Ceiling tile missing or broken, please replace. Band Room: 4. Ceiling tiles missing in storage room, band room and hallway, replace. Cafeteria: 4. Floor tiles have holes, please repair/replace. 7. Lights out, replace. 9. West drinking fountain not working, repair. Gold Gym Boys Locker Room & Team Room: 4. Shower not shutting off, please repair. Cobwebs, remove. Convex mirror broken, replace or remove. Drywall @ restroom entry needs repair. 7. Lights out, light cages missing or hanging, please replace bulbs and fix/replace cages. 8. Partition is missing lock, repair. Gold Gym Exercise Rm: 4. Lights out and covers/cages missing. Please change light bulbs and replace light covers/cages. 7. Fire extinguisher blocked. Gold Gym Girls Coaches Office: 4. Hole in wall behind the door in restroom, repair. Gold Gym Girls Locker Room Foyer: 4. Ceiling tile missing, replace. Gold Gym Girls Locker Room: 4. Cobwebs, remove. 7. Lights out, diffusers missing, please change lights and replace diffusers. 8. In the restroom, North toilet spud nut is leaking, repair. Gold Gym w/Stage: 4. Tile missing at Drinking fountain surround, ceiling tiles missing. 7. Lights out, light cages missing. HVAC sensor broken (North) 9. North Drinking fountain is not working, pleae repair. 15. Northeast doors need hinge screws tighted. Please repair/replace missing items.

School Facility Conditions and Planned Improvements

			Green Gym Foyer: 4. Cobwebs, remove. 9. Water filter in fountain needs to be changed. 10. Exit sign hanging @ East door, fix. Kitchen: 4. Flooring needs repair. 7. Light diffuser missing, replace. 10. Fire extinguisher not signed off, please inspect and sign off. Registrar Office: 4. Remove curtains, they are not flame resistaint. Room 102: 4. Remove overhead storage, 24 inch minimum clear from ceiling. Room 124: 4.Cobwebs in the corners of the room. Please remove. Room 125: 4. Overhead storage, keep 24" clear from the ceiling. 7. Electrical panel is blocked, please leave 36" of clearance to the sides and front for emergency access. 10. Cylinder needs to be secured to a wall, please secure. Room 203: 4. Ceiling tile missing or broken, please replace. Room 206: 4. Ceiling tile missing or broken, please replace. Room 309 Weight room: 4. Cobwebs, remove. Hole in wall (South), patch. Weight equipment is not anchored, please anchor. Room 311 Training Room: 4. Overhead storage, keep 24" clear from the ceiling, the HVAC return is blocked, keep clear. 7. Light out, please replace. Room 402: 4. Carpet to tile transition missing, replace. 7. Electrical panel blocked, keep 36" clear on sides and front. Room 501 w/ Restroom & Office: 4. Ceiling tiles are out of place due to overhead storage. Please move balance balls and set ceiling tiles back in place. 7. Lights out in office, please replace. 15. Door closer bracket is bent and preventing the door from closing, repair. Room 502: 4. Ceiling tile, repair. 7. Daisy chain @ South wall, correct. 9. Faucet is dripping, repair/replace. 15. Door upper hinge needs new longer screws, repair. Room 504: 4. Cobwebs, remove. Room 505: 4. Overhead storage needs 24" clear (storage rm & classroom), correct. Celing tile, correct. 7. Fire extingiusher needs a hook, mount at 4'.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Stadium Mens Restroom: 5. Restrooms look to have not been cleaned in awhile. Please clean. Stadium Womens Restroom: 5. Restrooms look to have not been cleaned in awhile. Please clean.
Electrical		X	130 Girls Restroom: 4. Remove dried paint from floors and walls. 500 Boy Bathroom: 7. Lights out and cover missing, replace. 500 Girls Restroom: 7. Lights out, replace. 9. Fauct is loose, tighten. Cafeteria: 4. Floor tiles have holes, please repair/replace. 7. Lights out, replace. 9. West drinking fountain not working, repair.

School Facility Conditions and Planned Improvements

Gold Gym Boys Coaches Office: 7. Lights out, please replace. Restroom missing covers for lighting, replace. 10. Fire extingiusher blocked.

Gold Gym Boys Locker Room & Team Room: 4. Shower not shutting off, please repair. Cobwebs, remove. Convex mirror broken, replace or remove. Drywall @ restroom entry needs repair. 7. Lights out, light cages missing or hanging, please replace bulbs and fix/replace cages. 8. Partition is missing lock, repair.

Gold Gym Girls Coaches Office: 4. Hole in wall behind the door in restroom, repair.

Gold Gym Girls Locker Room: 4. Cobwebs, remove. 7. Lights out, diffusers missing, please change lights and replace diffusers. 8. In the restroom, North toilet spud nut is leaking, repair.

Gold Gym Stage Storage RM: 7. Electrical panel blocked, keep 36" clear at front and sides.

Gold Gym w/Stage: 4. Tile missing at Drinking fountain surround, ceiling tiles missing. 7. Lights out, light cages missing. HVAC sensor broken (North) 9. North Drinking fountain is not working, pleae repair. 15. Northeast doors need hinge screws tighted. Please repair/replace missing items.

Kitchen: 4. Flooring needs repair. 7. Light diffuser missing, replace. 10. Fire extinguisher not signed off, please inspect and sign off.

Office (Kelli's Office): 7. Missing electrical cover plate, install.

Room 108: 10. Dasiy chain at West wall, remove extension cord to power strip.

Room 113 w/ Storage: 7. Dasiy Chain at Southeast wall, remove extension cord to power strip.

Room 116: 7. Dasiy Chain @ desk, remove.

Room 117: Daisy Chain @ North wall, which also creates a tripping hazard. Remove.

Room 119: 7. Dasiy Chain @ North wall. Remove.

Room 122: 7. Lights out, please replace, dasiy chain @ North wall, Microwave plugged into a powerstrip, must be plugged directly into wall outlet.

Room 125: 4. Overhead storage, keep 24" clear from the ceiling. 7. Electrical panel is blocked, please leave 36" of clearance to the sides and front for emergency access. 10. Cylinder needs to be secured to a wall, please secure.

Room 127: 7. Lights out, please replace.

Room 202: 7. Light covers missing (4), please replace.

Room 311 Training Room: 4. Overhead storage, keep 24" clear from the ceiling, the HVAC return is blocked, keep clear. 7. Light out, please replace.

Room 402: 4. Carpet to tile transition missing, replace. 7. Electrical panel blocked, keep 36" clear on sides and front.

Room 403: 7. Dasiy chains throughout the room please correct. Appliances need to be plugged directly into the wall or removed.

Room 501 w/ Restroom & Office: 4. Ceiling tiles are out of place due to overhead storage. Please move balance balls and set ceiling tiles back in place. 7. Lights out in office, please replace. 15. Door closer

				bracket is bent and preventing the door from closing, repair. Room 502: 4. Ceiling tile, repair. 7. Daisy chain @ South wall, correct. 9. Faucet is dripping, repair/replace. 15. Door upper hinge needs new longer screws, repair. Room 507: 7. Lights out thoroughout shop, storage and class space, replace. 10. Cylinders are not secured, secure.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			200 Wing Boys Restroom: 8. Faucet broken from vandalism, new one handed off to Senior Head Custodian. 500 Girls Restroom: 7. Lights out, replace. 9. Fauct is loose, tighten. 504-507 Staff Restroom: 9. Faucet loose, repair/replace. Cafeteria: 4. Floor tiles have holes, please repair/replace. 7. Lights out, replace. 9. West drinking fountain not working, repair. Gold Gym Boys Locker Room & Team Room: 4. Shower not shutting off, please repair. Cobwebs, remove. Convex mirror broken, replace or remove. Drywall @ restroom entry needs repair. 7. Lights out, light cages missing or hanging, please replace bulbs and fix/replace cages. 8. Partition is missing lock, repair. Gold Gym Girls Locker Room: 4. Cobwebs, remove. 7. Lights out, diffusers missing, please change lights and replace diffusers. 8. In the restroom, North toilet spud nut is leaking, repair. Gold Gym w/Stage: 4. Tile missing at Drinking fountain surround, ceiling tiles missing. 7. Lights out, light cages missing. HVAC sensor broken (North) 9. North Drinking fountain is not working, pleae repair. 15. Northeast doors need hinge screws tighted. Please repair/replace missing items. Green Gym Foyer: 4. Cobwebs, remove. 9. Water filter in fountain needs to be changed. 10. Exit sign hanging @ East door, fix. Green Gym Girls Team Room: 9. Drinking fountain filter needs to be replaced. Room 502: 4. Ceiling tile, repair. 7. Daisy chain @ South wall, correct. 9. Faucet is dripping, repair/replace. 15. Door upper hinge needs new longer screws, repair.
Safety: Fire Safety, Hazardous Materials	X			1st Floor Girls Restroom: 10. Missing fire sprinkler trim ring, replace. 203 YFC Office: 10. Fire extinguisher hook is missing, please add hook and mount top of extinguisher at 4' near the door. Gold Gym Exercise Rm: 4. Lights out and covers/cages missing. Please change light bulbs and replace light covers/cages. 7. Fire extinguisher blocked. Green Gym Electrical/IDF: 10. Items stored on/near water heater are a fire hazard, remove.

School Facility Conditions and Planned Improvements

			Green Gym Foyer: 4. Cobwebs, remove. 9. Water filter in fountain needs to be changed. 10. Exit sign hanging @ East door, fix. Green Gym South Custodial: 10. Items stored on/near water heater are a fire hazard, remove. Kitchen: 4. Flooring needs repair. 7. Light diffuser missing, replace. 10. Fire extinguisher not signed off, please inspect and sign off. Room 101 w/ Office: 10. Fire extinguishe blocked, keep clear. 15. Remove paper or posters from door per fire code. Room 111 w/ Storage: 10. Fire extinguisher cabinet missing glass, replace. Room 114: 10. Fire extinguisher blocked, make accessable. Room 118: 10. Fire extinguisher cabinet is missing the glass, replace. Room 125: 4. Overhead storage, keep 24" clear from the ceiling. 7. Electrical panel is blocked, please leave 36" of clearance to the sides and front for emergency access. 10. Cylinder needs to be secured to a wall, please secure. Room 505: 4. Overhead storage needs 24" clear (storage rm & classroom), correct. Celing tile, correct. 7. Fire extingiusher needs a hook, mount at 4'. Room 507: 7. Lights out thoroughout shop, storage and class space, replace. 10. Cylinders are not secured, secure.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		Gold Gym Boys Locker Room & Team Room: 4. Shower not shutting off, please repair. Cobwebs, remove. Convex mirror broken, replace or remove. Drywall @ restroom entry needs repair. 7. Lights out, light cages missing or hanging, please replace bulbs and fix/replace cages. 8. Partition is missing lock, repair. Gold Gym w/Stage: 4. Tile missing at Drinking fountain surround, ceiling tiles missing. 7. Lights out, light cages missing. HVAC sensor broken (North) 9. North Drinking fountain is not working, pleae repair. 15. Northeast doors need hinge screws tighted. Please repair/replace missing items. Green Gym Girls Restroom: 15. Door handle loose, tighten. Room 101 w/ Office: 10. Fire extinguishe blocked, keep clear. 15. Remove paper or posters from door per fire code. Room 103 w/ Office: 15. Remove paper or poster from door per fire code. Room 501 w/ Restroom & Office: 4. Ceiling tiles are out of place due to overhead storage. Please move balance balls and set ceiling tiles back in place. 7. Lights out in office, please replace. 15. Door closer bracket is bent and preventing the door from closing, repair.

School Facility Conditions and Planned Improvements

			Room 502: 4. Ceiling tile, repair. 7. Daisy chain @ South wall, correct. 9. Faucet is dripping, repair/replace. 15. Door upper hinge needs new longer screws, repair.

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)	39	49	33	37	47	48
Mathematics (grades 3-8 and 11)	12	30	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	106	99	93.40	6.60	49.49
Female	48	44	91.67	8.33	54.55
Male	56	53	94.64	5.36	43.40
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	41.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	79	74	93.67	6.33	51.35
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	50	92.59	7.41	56.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	16	76.19	23.81	37.50

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	106	101	95.28	4.72	29.70
Female	48	45	93.75	6.25	26.67
Male	56	54	96.43	3.57	31.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100.00	0.00	27.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	79	75	94.94	5.06	30.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	54	51	94.44	5.56	25.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	18	85.71	14.29	27.78

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)	18.88	46.43	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	109	107	98.17	1.83	29.91
Female	48	46	95.83	4.17	34.78
Male	61	61	100.00	0.00	26.23
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	14	14	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	87	85	97.70	2.30	28.24
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	58	96.67	3.33	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	20.00

2024-25 Career Technical Education Programs

Paradise High School offers a variety of Career Pathways designed to prepare students for postsecondary education and future careers. These pathways consist of sequenced Career Technical Education (CTE) courses that focus on developing industry-specific skills while being completed alongside core academic courses that meet both high school graduation and college entrance requirements. Through this structure, students are prepared for a range of postsecondary options, including industry-recognized certificates or licenses, two-year degrees (A.A. or A.S.), four-year degrees (B.A. or B.S.), or advanced graduate degrees, all leading to highly skilled career opportunities.

PHS offers 2+2+2 courses aligned with Butte College, including Multimedia Applications, Photo I, and Public Speaking, and also participates in the CSU High School Scholars program. In addition, the school provides sequential College and Career Readiness coursework within the following Career Pathways: Agriculture and Natural Resources; Arts, Media, and Entertainment; Building and Construction Trades; Engineering and Architecture; and the newly added Public Services sector. Additional information is available in the Program Planning Guide located on the Counseling tab of the PHS website.

The primary representative for the CTE committee is Kelli Gordon, and industry partners supporting the CTE pathways include Workability, the California Transition Program, and participation in the CSU, Chico Manufacturing Expo.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	263
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	5.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	27.3

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	99.4
Graduates Who Completed All Courses Required for UC/CSU Admission	19.77

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 9	97.6	97.6	93.5	96.7	97.6

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

PHS Administration, staff, and leadership provide multiple, ongoing opportunities to encourage and support parental involvement and engagement.

These opportunities include:

2025-26 Opportunities for Parental Involvement

School Site Council

Parent-Teacher-Student Organization (PTSO)

Sports Boosters

School Events and Family Engagement

Back-to-School Night in the fall, providing parents with information about the school as a whole, as well as individual teacher expectations, instructional strategies, and course requirements

Academic and athletic awards nights and banquets

Communication and Access to Information

Parent/Student Handbook

Aeries Parent Portal

PHS website

Annual parent surveys

Automated messaging system

Outreach and Transparency

Administrative team members and students sharing information at public school board meetings

Transition and College/Career Planning

Ninth-grade summer Parent/Student meeting before the start of school to inform families about high school expectations and opportunities

Ninth-grade family meetings with counselors to develop four-year plans aligned to college and career goals

Junior and Senior Parent Nights highlighting college and career readiness, including support for accessing 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 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	6	2.8	3.3	13.3	9.2	10.4	8.2	8.9	8
Graduation Rate	94	96.3	95.6	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	90	86	95.6
Female	40	40	100.0
Male	50	46	92.0
Non-Binary	0.0	0.0	0.0
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	12	12	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	72	69	95.8
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	62	59	95.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	9	81.8

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	535	510	152	29.8
Female	243	233	67	28.8
Male	289	274	84	30.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	82	74	19	25.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	36	15	41.7
White	401	386	114	29.5
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	41	35	19	54.3
Socioeconomically Disadvantaged	350	331	114	34.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	95	34	35.8

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
8.88	7.77	12.9	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	12.90	0.00
Female	7.00	0.00
Male	17.65	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	10.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	21.62	0.00
White	12.47	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	7.32	0.00
Socioeconomically Disadvantaged	15.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.73	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

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.

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	21	12	8	2
Mathematics	19	11	7	2
Science	20	9	3	2
Social Science	21	7	7	2

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	24	8	10	4
Mathematics	21	7	12	2
Science	22	5	5	3
Social Science	23	7	4	4

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	23	10	11	2
Mathematics	20	11	10	1
Science	23	6	2	4
Social Science	23	5	6	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	361.43

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)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

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	13672	4784	8888	76893
District	N/A	N/A	8392	$86,717
Percent Difference - School Site and District	N/A	N/A	5.7	0.8
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-19.2	-2.3

Fiscal Year 2024-25 Types of Services Funded

Types of services funded at PHS include a comprehensive range of academic, intervention, and enrichment supports designed to supplement and enhance the core instructional program. These services include Resource and IEP support services, teacher-led tutoring, targeted intervention classes, and online credit recovery opportunities to ensure students remain on track for graduation. PHS also offers a variety of rigorous and enriching programs such as Advanced Placement (AP) and Honors courses, world language instruction, dual enrollment opportunities to support college and career readiness. Career technical and pathway programs, including Agricultural Mechanics, Project Lead the Way, and the newly developed Emergency Medical Services (EMS) pathway, provide students with hands-on, real-world learning experiences. In addition, leadership development and student engagement are supported through Leadership and Link Crew programs, while Visual and Performing Arts (VAPA) and athletic programs contribute to a well-rounded educational experience 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%

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	12.8

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	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

Professional development opportunities are available to PHS staff through Paradise Unified School District, the Butte County Office of Education, and a variety of other professional learning providers.

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