Paradise High School
Self-Study Report

5911 Maxwell Dr.
Paradise, CA 95969

Paradise Unified School District

October 4-6, 2021
ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edited Edition (2020-2021/2021-2022 SY Visits)

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PREFACE

NOTE: At the end of the 6-year period after the last Self-Study, and just months before the next report and full Self-Study visit, the majority of the town of Paradise burned down in the Camp Fire of 2018. Because of this event, the school's needs and action plans changed dramatically; all analysis and action plans itemized in the 2018 report were no longer pertinent to sit at the forefront of PHS goals.

The WASC analysis process was restarted while, at the same time, holding school from a storefront in a local mall, then from an empty building near the local airport, then with the rise of COVID-19, remotely via Zoom and lastly, holding school using a hybrid model (half on-campus, half working remotely). Suffice to say, the needs at Paradise High School have been a moving target significantly affected by trauma, emotional loss, lack of housing, depression, and isolation.

In spite of the dramatic changes in goals and action plans over the last couple years, this report will include the six years of previous work in order to evidence the high-level of importance PHS gives to the evaluation and improvement process accomplished through the WASC Self-Study.

School self-study process

In order to maintain a constant forward motion toward supporting student achievement at Paradise High School, the WASC Self-Study process is ongoing and consists of many components. One of the driving forces is the annual SPSA (School Plan for Student Achievement) development. SPSAs behave like "mini" self-studies, revolving around an annual coalescing of data in order to evaluate the effectiveness of existing programs and endeavors. They include staff, student, and parent input gleaned via weekly PLCs (Professional Learning Communities), monthly PTSO (Parent Teacher Student Organization), monthly Student Advisory, monthly SSC (School Site Council), monthly Department Chair meetings, periodic staff meetings, annual surveys, etc. Using this data, the SSC annually plays a large role in weaving all the

input into an analysis of the efficacy of current efforts and then the development of final, updated goals and action plans designed to achieve those goals.

The Self-Study escalated in the 5th of the 6 years of the WASC term. During this year, formal Focus Groups are formed covering the five areas: Organization, Curriculum, Instruction, Assessment and Accountability, and School Culture and Support for Student Personal and Academic Growth. These focus groups include stakeholders that typically are certificated teachers, administrators, classified staff, students, parents, as well as community members. These groups met for 2 minimum days in each 17/18 and also 18/19.

The outcomes of the Focus Group meetings along with all other groups' input feeds into the final WASC Self-Study report. The report is largely taken directly from the written findings of each group which were reported to the WASC Coordinator at the conclusion of each task. Focus group input was consolidated and edited for clarity. This is a report created directly by the stakeholders. There is little variance from the suggested Self-Study process.

With all that being said, the standard process used since the Camp Fire has been more intense than normal. Surveys, phone calls, parent meetings, have all become much more common and more heavily focused around emotional needs of both staff and students. With the COVID-inspired hybrid system, the staff has taken advantage of [Staff meetings and Friday afternoons](#) when students were not on-campus to accomplish continued Focus Group meetings reviewing and updating the existing report.

CHAPTER I: PROGRESS REPORT

Significant Developments

Significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

The PHS original WASC visit was scheduled for March 2019, so by October 2018 the process and report were very close to being finished. However, due to the devastating Camp Fire on November 8, 2018 which destroyed most of the community of Paradise, the report and visit were postponed for one year, until March 2020. Since the situation and needs at Paradise High School changed so dramatically after the Camp Fire, it was determined that the report that had been produced was no longer pertinent or valuable. WASC's president, Barry Groves, was

Mall School

approached regarding how to proceed with the self-study. A new self-study would have to be done but a year would not allow for the time required to complete the process involved. With trauma needs taking center stage, Mr. Groves determined that PHS should be given a second postponement.

The fire occurred near the end of the first semester in the 18-19 school year. Afterwards, the remnants of the town were closed to everyone for approximately one

Airport School

month and the fate of the PHS campus was unknown. The semester ended with online learning based out of an empty store at the local mall. After much effort attempting to contact all families, it was determined that approximately half of the students would not return. A temporary school site that could house the remaining students was then leased in the nearby community of Chico; it was a large business building near the local airport where room dividers such as found in office cubicles served as classroom dividers.

The need to deal with the trauma of the fire, the trauma of the experience of escaping through a burning community, the trauma of losing the daily school social experience, the trauma of the insecurity of having no home to return to, eclipsed all

other needs previously held as important, for both students and staff. And PHS put everything else aside to deal with that trauma.

As the District began to find a new stability, COVID-19 interrupted. COVID brought into the mix another set of traumas and another set of challenges. And along the way, it has been a non-stop process of evaluation, brainstorming, constantly morphing goals, and constantly morphing action plans. This report serves to document our process and our efforts.

Process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

The School Site Council plays a significant role in reviewing and analyzing information (surveys, data review, etc.) and developing and finalizing action plans. The WASC process brings even deeper review and development of action plans to the entire campus. Other regular sources of implementation and monitoring are through department chair meetings, department meetings, the ongoing updating and review of the athletic plan, review of the Healthy Kids' Survey (HKS), district administrator meetings, counseling staff meetings which include 7th-12th grade administrators and counselors, meetings with Butte County Office of Education counseling staff, administrative work with the school student leadership coordinator, and finally, district-level LCAP goals and progress review.

Current SPSA Goals; CANs; Recommendations From The Mid-term Report

The current SPSA, containing the schoolwide action plan, has incorporated all areas for follow-up from the last full and all intervening self-studies. The goals along with the original CANs and recommendations from the mid-term are listed below for reference. They are followed by the progress made in each area.

2019-20 SPSA (goals and action plans)

- Safe Culture and Climate: PHS will promote and strengthen an environment that is respectful and tolerant, building a more trauma-informed inclusive school community with clean and functioning facilities, providing a positive, safe, and engaging learning environment.
- Academic Excellence: PHS will provide academic interventions and prepare students to navigate barriers to their success in education, career, and civic readiness.
- Parent Stakeholder Engagement: Create effective connections by engaging all stakeholders by promoting a variety of opportunities for parents, students, staff, and community members to be involved in the learning process and the rebuilding of Paradise High School.

CANs from 2013 WASC Visit

- Increase student learning and academic achievement in Algebra 1.
- Close the Achievement Gap in ELA between socioeconomic disadvantaged (SED) students and non-socioeconomically disadvantaged students.
- Provide professional development and update instructional resources for
- implementation and accountability of CCSS and new assessments that will be
- Implemented.
- Design and implement instructional strategies and assessments that address
- higher-order thinking skills across all content areas to help prepare students for
- high levels of success in college and career.
- Provide collaboration time and space for interdepartmental collaboration.
- Support student achievement of academic goals by continued creation of student developed four-year plans, with work toward more effective progress monitoring of those plans.
- Replace current Physical Science course with a standards-based, a-g approved course to meet the needs of students taking physical science as well as continue to increase other a-g approved course offerings.

Recommendations from 2016 Mid-Term

- There must be communications with district office leadership to reduce the turnover of administrative staff. Leadership stability is paramount to the functioning of a school and reflects on student achievement. The position of HS Technology/Library/Student Information Systems Coordinator has been integral to providing both administrative teacher and student support and stability at PHS. Efforts need to be made to research keeping this position.
- All math teachers need to be encouraged to take advantage of release time to visit other schools regarding the new common core math curriculum. Mentoring of math teachers needs to be enhanced within the grants and Action Plan parameters.
- In the next three years use more data driven instruction to become concurrent with Common Core Standards.
- Continue efforts to improve the Math Department by continuing recommendations made in the Action Plan.
- Attention needs to be focused on Action Plan 2 to evaluate the effectiveness of the lunchtime enrichment to encourage attendance.

Summary of Progress Toward Prior Goals, CANs, and Recommendations

In order to show the tremendous efforts made to achieve the stated goals from the 2013 WASC, 2016 Midterm, and SPSAs, this list includes all actions that were taken over those 6 years. However, after the fire, many of the efforts could not be continued. All actions that were previously taken but are no longer in force due to the changed circumstances of the fire or due to their ineffectiveness are preceded by an asterisk (*). This should serve as evidence of the dedication and active effort in PHS's pursuit of an ever-improving educational environment and experience for all students.

Goals Progress

Goal 1-Actions Taken: Academic

- Increase CTE options to include Agriculture pathway
- Credit recovery options
  - 0 and 7th period credit recovery classes (only available to students who have failed a class and not earned credit).
  - Paradise ELearning Academy is used for credit recovery (7-12)
  - Ridgeview High School (Paradise Unified Continuation High School) (10-12)
  - Summer School
- *CSF tutors once a week in the library
- Instructional Aides in Intro to Biology, Foundational Math
  - Staff has been reduced and this is now inconsistently available
- *Half-time career center staffing
- Library Specialist - cut by District to 6 hours/day; PHS LCAP added 1 hr/day to 7hrs
- *Renaissance-(low-use)
- Teachers are available
  - M-Th: 2-3:20 for office hours
  - Friday from 1-:15-3:20
- 0 and 7th period credit recovery classes (only available to students who have failed a class and not earned credit).
- *After school homework academy with bus passes
- *Link Crew
- *tutors from Chico State
- Special Education students have transition goals, career inventories, and must research colleges/careers
- *Peer tutors
- Butte College

- - Reg to Go - continues virtually during the COVID pandemic
  - Several classes offer 2+2 with Butte.
  - *Dual Enrollment
- *Field trips to local colleges: Butte (2-year) and CSU, Chico (4-year)
- ASVAB Career Exploration test
- *STEAM and Project Lead the Way field trips
- College Connection
- *Lunchtime Enrichment
- Technology
  - ELA 1:1 with student Chromebooks
  - all other departments have multiple Chromebook carts
  - all classrooms have Interactive TVs (projectors when TVs are prohibited due to space restrictions)
- Co-teaching in various core classes
- *12-15 teachers attended AVID summer institute in 16/17
- *AVID Elective 16/17 for 9, 10, 11; 17/18 for 9 only; 18/19 (replaced with College Readiness class)
- AVID staff book library
- *SAGE
- *Regular support for software and technology on campus
- *Career pathways (Career Tech grant)
- *College Fair (senior project)
- CPM Math curriculum
- PELA and Independent Study
- Instructional aides assigned in one Social Studies class
- ~20 teachers did Restorative Justice training.
- Social Studies adopted new curriculum for the 2020/2021 school year
- All math courses except AP Stats use CPM Math
- Group of teachers going through a 3-year RULER training (understanding and promoting emotional intelligence) through the Yale online institute.
- Gift cards to the student store for grade improvements.
- Active Academic Decathlon (AcaDeca) club
- Adopt-a-senior
- STEAM- PLTW (4 classes)
- *PLTW trip to Chico State, ROP Computers, Butte College Explorers Fair; equipment: 3d printer, laser cutter; *ambulance simulator

Goal 1-Degree of Accomplishment: Academic (Sources Listed in [Appendix](#))

- Chronic absenteeism 2019 PHS 26%, state average was 12%
- Students participating in Academic Decathlon has remained the same as pre-fire (which means the relative number of students doubled)

- Career Pathways
    - 50 kids currently enrolled in Ag
    - 40+ kids currently enrolled in PLTW
    - Highest enrollment for first year participants
- Co-teaching success in Math 1
- SPED and SDC see an increase in computer skills and digital literacy.
- Quarterly IEP progress goals are developed and reviewed annually. Transition goals are also considered (post secondary training and education; employment; and independent living.
- 52.7% College/career ready (up 2.7%), state average is 44.1%
- Some students are utilizing office hours after 6th period.
- Graduation rates 17-18 90.9% 18-19 89.2% 19-20 96.5% Significant improvement from 18-19 to 19-20
- Total GPA among seniors lower than 2.0 - 20-21 10%, 19-20 6%, 18-19 6%, 17-18 7% 16-17 5%
- Butte College is primary destination among PHS graduate
- 17-18 School year (Pre-Fire) PHS offered 7 AP courses, in 20-21 despite large decline in school population 6 AP courses still offered
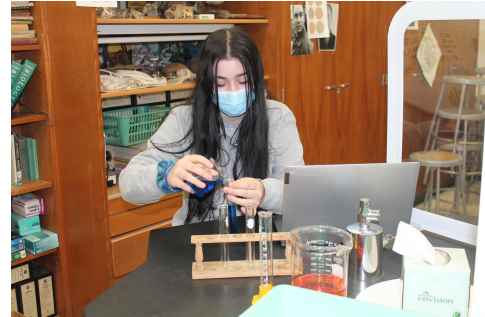
Goal 2-Actions Taken: Safe Culture and Climate

- Security personnel (2)
- Bully prevention (through PE)
- *8th Grade preview day
- *Freshmen Link Crew
- *Campus clean-up day
- New bathrooms @ track
- Painting (exterior)
- *More lighting
- Practice field for athletics
- *CADA Conference: 5 teachers including 1 admin have attended
- Kindness week speakers x 2 (Fall/Spring) (Spring focused on bullying)
- Kindness week activities
- Ongoing rallies
- Leadership focused to improve school culture
- *Staff spirit teams
- Increased social media presence/outreach
    - Facebook
    - Billboards

- - Tiktok
  - Instagram
- Administration has focused on public relations and improving community relationships
- Weekly principal's phone call update
- Partnership with Paradise PD re: student discipline
- *Peer Counselors
- *Intramurals sports during lunch
- First day of school minimum day to start school off positive and focus on relationships.
- *More access to clubs due to one lunch
- Daily video bulletin put on by broadcast class
- *Monthly video broadcast
- Updated facilities at the football field; new turf on football field
- More security cameras; updated older cameras
- *City of Paradise improved driver/ pedestrian safety on Maxwell Drive
- *Sheriff visit frosh classes to talk about bullying/ safety
- *Leadership students visited other campuses to meet and collaborate with other leadership classes
- *Every 15 Minutes happens every other year
- Virtue of the Week on bulletin; RISE UP acronym
- PE
  - Self-esteem building
  - Self-defense unit
- *Home Ec got new sewing machines
- *Home Ec got brand new kitchen
- Student recognition
  - Student of the week
  - Athlete/Academic Student of the month
  - *Senior of the month
- *Foreign exchange students present to classes
- *International teachers
- Online discipline form
- Mindfulness Schools training
- *Combined lunch period to reduce the number of lunchtime behavior issues
- *Wednesday club day
- Group of teachers going through a 3-year, Yale RULER training
- Social Justice Committee with community, staff, students
- New Gym
- New classrooms coming soon
- Friday Zooms

- *SRO-School Resource Officer
- *Educational Technologist (classified)

Goal 2-Degree of Accomplishment: Safe Culture and Climate

- 77% of parents feel their student is safe on campus
- Social Justice Committee
- 7 active regular attending members, two of which are students
- 30 teachers/staff are participating in the Restorative Justice Course
- 40 teachers involved in the first Social Justice Book Club reading How To Be An Antiracist.
- Social Justice Committee is linked to the Butte County Collaborative for Equity & Antiracism in Education (BCCEAE)
- 1.9% of students suspended at least once, CA state average is 3.4 % (caschoolsdashboard.org)
- Bathrooms have been fitted with vape detection alarms (need to determine if it is all bathrooms, or just some)
- Students have access to Mental Health counselors from BCOE
- All teachers in our group report an increase in school spirit and kindness among students.
- All teachers in our group report dealing with less bullying and harassment over the past 3-4 years.

Bobcat Mascot carved from a burned tree in front of school

- Students are excited about the new gym and improvements to the softball field and tennis courts
- Campus security has been able successfully utilize the new cameras to determine students responsible for problems

Goal 3-Actions Taken: Parent & Stakeholder Engagement, Staff Development

- Principal's weekly phone call to all stakeholders
- Peach Jar digital announcements
- Increased social media presence
- Regular student recognitions for attendance, academics, athletics & citizenship/good behavior
- Department chairs focus on sharing best teaching practices helping to focus weekly PLC meetings.
- daily video bulletin; *monthly broadcast
- Nurtured heart, CPI, co-teaching, TacCom, ACES discussion, LGBQT training, Mindfulness training, ERWC, AP, AVID, CUE Rockstar, Capturing Kids' Hearts

- Teacher/parent communication
- Aeries Parent Portal
- School Site Council
- PTSO
- Student Council
- District Advisory Committee
- *Open House/Back to School Nights
- Transition IEPs
- VAPA Day
- 8th Grade Visitation
- Professional Learning Communities (PLCs)
- Freshmen Orientation
- Staff meetings
- Annual staff development trainings (21 hours)

Goal 3-Degree of Accomplishment: Parent & Stakeholder Engagement, Staff Development

- Social Justice committee, and Restorative Justice training (STAFF Development)
- # of parents using google classroom is up (observed by all teachers)
- 2019/2020 Survey states the majority of parents said they agree or strongly agree that there are opportunities for parent involvement.
- Negative Evidence
  - 8% of parents responded to the 2019/2020 Parent Survey
  - 37% of parents surveyed don't know about Project Lead the Way
  - 41% of parents surveyed don't know about the broadcast class.
- Daily bulletin and regular "all-calls" successfully keep students informed
- "All calls" (phone) keep parents informed
- Facebook page successful in keeping all stakeholders connected to PHS
- Capturing Kids Hearts training has been useful for teachers and has helped reduce suspensions.
- Social Justice Committee member reports that parents of students of color attend the meeting feel that the school and staff is 'on their side' and did not feel like that in years past.
- Book club for staff: "How to be an Antiracist" by Ibram Kendi
- The lack of athletics due to COVID has reduced the number of parents who are on campus and hurt the opportunities for parents to interact with teachers, coaches, administrators and other parents. Community social engagement has been hurt.
- Girls' Soccer team has brought in a community member to assist in conditioning.

- Transition IEPs are completed for students in the 18-22 program and for all students who are 14 or older. They also all have a career goal and a college goal that is addressed every year.

CANs Progress (From Midterm)

CAN 1 (Midterm): Increase student learning and academic achievement in Algebra 1: Steps Taken

- Changed math courses to CPM math, an integrated approach
- SBAC scores have increased
- Increase in students who are ready for college level math (EAP scores)
- UDL Model in math (co-teaching)
- *iPass
- Online help offered through the textbook
- Extra year of math added
- Collaborative planning time between co-teachers
- *Math classes no longer reduced; went from 20:1 up to 36:1

CAN 2 (Midterm): Close the Achievement Gap in ELA between socioeconomic disadvantaged (SED) students and non-socioeconomically disadvantaged students: Steps Taken

- SBAC scores are steady, improving among SED
- 504, homeless, and foster kids seem to be improving at a slower rate than their peers
- SAT reading scores are generally trending up or holding steady
- increased number of socio-economically disadvantaged students enrolled and test scores continue to rise
- Higher graduation rates for our socio-economically disadvantaged students in 15-16.
- Instituted a more "Open Door Policy" for AP Lang and Lit sign-up. Individually encouraging capable students from regular English 10 and 11. In line with College Board recommendations.
- *Accelerated Reader
- Core lit books available to be read aloud (during lunch)
- Added ERWC trainings/units
- *Co-teaching in some English classes
- *Lunchtime Enrichment

CAN 3 (Midterm): Provide professional development and update instructional resources for implementation and accountability of CCSS and new assessments that will be implemented: Steps Taken

- Math trained on CPM, also had CPM coach to work with
- Most English teachers have been trained in ERWC
- Science to NGSS training
- Some teachers have been to Common Core training
- ERWC training
- CUE Rockstar
- Technology-based staff development day
- Some departments use department benchmarks and finals

CAN 4 (Midterm); Design and implement instructional strategies and assessments that address higher-order thinking skills across all content areas to help prepare students for high levels of success in college and career: Steps Taken

- Math trained on CPM, CPM coach
- Some teachers attended CUE Rockstar, ERWC, NGSS
- Sign language training
- *AVID Summer Institute
- Co-teaching in core classes
- Graduation rates are steady around 96-97%
- 2015-16 students graduate A-G = 20.7%
- Google Classroom standard
- Google Forms being used in most subject areas for better analysis of data
- *NewsELA
- Reg2Go
- *ETS-Educational Talent Search
- Butte College concurrent enrollment

CAN 5 (Midterm): Provide collaboration time and space for interdepartmental collaboration: Steps Taken

- *AVID team meets to talk strategies (reps from all departments)
- No time is provided for cross-department collaboration with the exception of those involved in co-teaching
- *Teachers visited other schools for block scheduling
- PLCs have integrated with Junior High when possible
- VAPA, Science, Some ELA

CAN 6 (Midterm): Support student achievement of academic goals by continued creation of student developed four-year plans, with work toward more effective progress monitoring of those plans: Steps Taken

- Letters go to all parents of freshmen students to set up an individualized, 4-year education plan.
- Meet with all 9th graders throughout the year to set up plan.
- Students initiate meetings to modify and adjust as needed.
- Counselors initiate meetings to adjust
- Counselors visit classes to discuss graduation requirements

CAN 7 (Midterm): Replace current Physical Science course with a standards-based, a-g approved course to meet the needs of students taking physical science as well as continue to increase other a-g approved course offerings: Steps Taken

- Physical science was replaced with Earth Science (an a-g course)
- a-g courses include: Advanced Computer Applications, Advanced Creative writing, Creative writing, French 4, Math 2, Math 2 Honors, Multimedia applications.
- New a-g courses: PLTW (3), AP Stats, Math 3, ERWC-12

Original CANs Not in Current SPSA

CAN 1 regarding improvement in Algebra 1 has been discontinued due to the substantial and sustained progress made after changing to the current CPM curriculum. This progress was reflected in looking at the PHS longitudinal math SBAC scores. The SBAC testing scores also progressed dramatically when looking at comparisons between PHS and the state scores on a longitudinal level.

CAN 6 regarding four-year plans has not been continued. PHS employed three full-time counselors who all retired at the end of 2017-18. They were replaced by two counselors new to the district in 2018-19, the year of the fire. At that point, all focus went to trauma counseling. Four-year plans have not come back since but are intended to be part of future services.

CAN 7 regarding creating an a-g physical science class to replace the non-a-g physical science class has been discontinued. The course was created and taught but discontinued when its teacher left after the fire. The course also did not produce the expected results of raising the success of the students by raising the academic bar of the class.

CHAPTER II: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

History and background of the school

Paradise High School is a comprehensive high school serving the educational needs of ninth through twelfth grade students. Due to a lack of school buildings after the Camp Fire, the 7th and 8th grades moved onto the campus for 19/20 and 20/21. PHS is a school committed to providing a quality education based on the individual needs of its students.

The community of Paradise was substantially destroyed in the 2018 Camp Fire however the school sustained little damage. The surrounding homes, church, and apartments were all burned.

PHS sits on a 26-acre site, with a total of 53 classrooms and labs, a gymnasium, a performing arts center, five computer labs, a library, two weight rooms, an agriculture workshop, and a student store. Outside recreational facilities include tennis courts (pre-fire), basketball courts, softball and baseball diamonds, a football field, and several practice fields.

April 2021 was the beginning of a large, new building project at PHS. During 20/21, a new gym was completed and a basketball court replaced. Beginning June 2021, demolition of a classroom and office wing began making way for the construction of a new classroom and office building. This will be open for occupancy at the beginning of the 22/23 school year. Beginning the summer of 2022, four new science labs will be created and the library remodeled (library's use will morph into a Learning Resource Center). Building plans can be found [here (use the arrows to the side of each picture to see the entire project)](#).

Description of the school programs

Paradise High School offers a wide selection of academic and vocational courses to meet the needs of its student body. In addition to the traditional UC/CSU prep courses, PHS students may take Honors and/or Advanced Placement courses in English, math, science, and social studies. Four years of Spanish is also available. Paradise High School also offers career pathways. Pathways consist of an

introductory course, a concentration course, and a final capstone course. These concentration and capstone courses satisfy the PHS CTE graduation option. The following Career Pathways are:

Paradise High School offers sequential courses for College and Career Readiness Pathways. Pathways consist of an introductory course, a concentration course, and a final capstone course. These concentration and capstone courses satisfy the PHS CTE graduation option. The following Career Pathways are:

AGRICULTURE AND NATURAL RESOURCES SECTOR

- Agricultural Mechanics Pathway Courses:
  - Intro: Agricultural Mechanics 1
  - Concentrator: Agricultural Mechanics 2
  - Capstone: Agricultural Mechanics 3

ARTS, MEDIA, AND ENTERTAINMENT SECTOR

- Design, Visual and Media Arts Pathway Courses:
  - Intro: Integrated Tech/Career Ed.
  - Concentrator: Graphic Design
  - Capstone: Yearbook/Advanced Graphic Design
- Multimedia Production Sub-Pathway
  - Intro: Integrated Tech/Career Ed.
  - Concentrator: Advanced Computer Applications
  - Capstone: Multimedia Production

BUILDING AND CONSTRUCTION TRADES SECTOR

- Cabinetry, Millwork, and Woodworking Pathway Courses:
  - Intro: Integrated Tech/Career Ed.
  - Concentrator: Wood Manufacturing
  - Capstone: Advanced Wood Manufacturing
- Residential and Commercial Construction Pathway Courses:
  - Intro: Integrated Tech/Career Ed.
  - Concentrator: Wood Manufacturing
  - Capstone: Residential Construction Technology

ENGINEERING AND ARCHITECTURE SECTOR

- Architectural Design Pathway Courses:
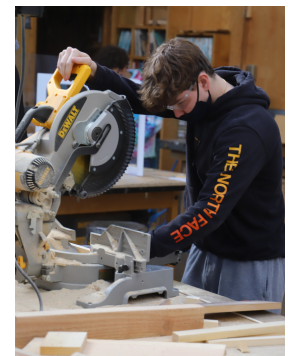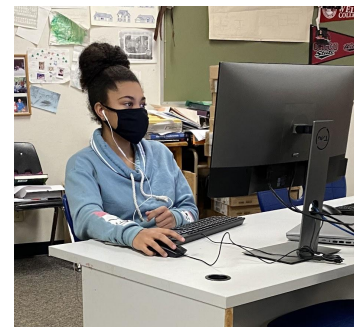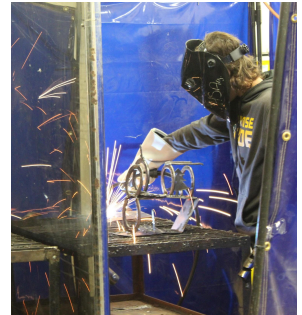
- ○ Intro: Integrated Tech/Career Ed.
- ○ Concentrator: Engineering & Architectural 1
- ○ Capstone: Engineering & Architectural Design 2
- Engineering Design Pathway Courses:
  - ○ Intro: Integrated Tech/Career Ed.
  - ○ Concentrator: Engineering & Design- PLTW 1
  - ○ Capstone: Principles of Engineering- PLTW 2

MANUFACTURING AND PRODUCT DEVELOPMENT SECTOR

- Product Innovation and Design Pathway Courses:
  - ○ Intro: Integrated Tech/Career Ed.
  - ○ Concentrator: Computer Integrated Manufacturing-PLTW 3
  - ○ Capstone: Engineering Design & Development-PLTW 4

California School Dashboard Performance Overview

The Paradise Senior High CA Dashboard results can be viewed at this link. It shows an enrollment of 898 in the 2018/19 school year which declined to 519 by the end of the year (the year of the Camp Fire). The SED population was 60.7%.

50% of white students were College and Career Ready which is 4% under state percentages. SED students were at 53%, 18% above state percentages and a 13% increase from the prior year. The numbers of other subgroups are too small for reporting purposes.

The graduation rate is 0.6% above the state for white students however it declined 3.4% from the prior year. It was 7% above state and remained stable from the past year. Again, other subgroups were too small for the Dashboard to report.

Suspension rates mirrored the state for Hispanic students but were roughly half the state percentages for all other subgroups.

Data Findings

- Surveys
  - ○ Student Survey
    - ■ Majority of student responses were positive except for teachers understanding if they have personal problems
    - ■ Most students feel safe on campus but more students are feeling less safe than before the fire.
    - ■ More students are feeling neutral about belongingness and safety based on longitudinal survey data.

- Consistent number of students who feel like they don't belong
- The choice of neutral has increased throughout the entire survey.
- Respect by campus supervisors is improving
- Students are not feeling as respected by teachers post Campfire.
- Students who agree or strongly agree with feeling respected are on a downward trend.
- Students generally agree that teachers are understanding regarding their personal problems.
  - Since 2017-18, the number of students agreeing with the statement has decreased.
  - Since 2017-18 the number of students who feel neutral has increased.
- My teachers help me gain confidence in my ability to learn.
  - A growing number of students are neutral and less students agree with this statement than in the past
- My teachers care about me.
  - Strongly disagree AND strongly agree have both increased.
- Longitudinal Survey
  - Students generally feel respected, supported and safe with their teachers / classes.
  - There is a trend that students are not feeling respected and supported by their peers.
- Staff Survey
  - Small sample size
  - Teachers are majority giving neutral responses concerning administration
  - Significant positive change about how staff feel about administration
- Parent Survey
  - Small sample size
- Reading and Math MAP Scores (10th-12th Math & English)
  - Scores increased Fall to Winter for 11th grade but decreased in the other grade levels in both Reading and Math.
  - Math
    - 9th & 10th grade students' performance is regressing.
    - 11th grade students' performance shows the middle-level achievers moving toward the lowest and highest levels, with the greatest change of students moving into the highest level.
- iReady Reading Scores (9th)
  - 33% were 3 grade levels below (Fall 2020) compared to 29% during winter 2021.

- Suspensions have decreased significantly since 2018.
- GPA (note: the Camp Fire and pandemic have significantly affected grades)
  - Freshmen struggle more than other years to maintain a 2.0
  - Freshman class of 2020 has especially low GPA
  - GPAs are only slightly lower than the year before the fire with the exception of the 9th grade which has a significant decline
  - GPA has steadily declined in the last 5 years
- Grades
  - Currently almost half of all students have at least 1 "F"; number is trending up
  - Year of fire, very low number of Fs
  - English: Fs increase as the students' grade increases
  - Math: Fs decrease as the students' grade increases
  - Number of Fs increases mid semester but decreases at final semester mark
  - Number of Fs has steadily increased over the last 4 years
- College and Career Readiness
  - Trend is downward
  - 40% of students were not prepared in 2020 but was only 20% in 2019
  - Students with disabilities who were not prepared jumped from 50% in 2019 to 83% in 2020
- Enrollment
  - Foster student enrollment is steady
  - Ethnic diversity is low and trending down
- Socioeconomic status
  - Approximately ⅔ of students qualify for free or reduced-price lunch.
- Attendance data shows higher attendance as students go from 9th to 10th to 11th but attendance then falls for 12th.
- Chronic absenteeism increased between 17/18 to 18/19
- Graduation rate dropped since 17-18.
- Culture: students report feeling more connected to school from grade 7 to 9 to 11.
- High rate of suicidal ideation in freshmen class

Implications of the data

- Need to improve attendance
- Need to improve engagement and connectedness
- Graded more leniently in fire year

Preliminary major student learner needs (at this stage of analysis)

- Career and College Readiness is a concern area for students at PHS. According to the data, 83% of SPED were not prepared and there was a 20% increase in those not prepared for all students.
- Ninth/tenth grade students need more support/intervention/remediation. According to data, overall GPA of 9th/10th graders went down. Number of students with a C or better went down 22% from 9th to 10th grade. 9th grade suicidal ideation increased dramatically
- Based on our current PHS data, there seems to be an immediate need to address the high number of F's by seniors in English.
- Interventions needed

CHAPTER III: SELF-STUDY FINDINGS

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1.   Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
A1.1: Paradise High has developed a Mission and Vision statement in addition to SLOs which incorporate all aspects of focusing on college and career readiness, meeting today's standards and preparing students for the changing world and society.	A1.1 Mission Statement and Student Learning Outcomes (SLOs)
A1.2 The school's vision has not been revisited by the staff since the last full WASC, however the annual updating of the school's goals and action plans has served the greater purpose.	A1.2 School Goals (SPSA)

A2.   Governance Criterion

The governing board (a) has policies (can be found at bottom of this page) and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
A2.1 The school's stakeholders are presented with the opportunity to participate in decisions, expectations, and initiative guiding the work at PHS via Board emails, monthly Board meetings, special Board meetings, etc.	A2.1 Governing Board web page with meeting agendas and minutes Regular emails from Superintendent's Secretary with Board meeting reminders
A2.2 The stakeholders of PHS are aware of the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school. The Board posts all agendas and minutes on the district website; the Board's decision-making process provides input opportunities as a matter of procedure. PHS programs and policies are regularly presented to the Board as informational items to allow Board review, discussion, adjustment, and potentially agendized as action items for approval.	A2.2 Board Bylaws and Board Policies (can be found at bottom of this linked page)
A2.3 Uniform Complaint Procedures are posted in all classrooms and public places. Any complaints are recorded and shared with district level administration and will be shared and discussed in board meetings.	A2.3 Uniform Complaint Procedures

A3.   Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
A3.1 Pre-pandemic, teachers met weekly in Professional Learning Communities to focus on the 4 questions: What do we expect our students to learn? How will	A3.1 Principal's weekly all-calls PLCs Department Chair meetings School Site Council meetings

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we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? This process relies on anecdotal and hard data. Department Chairs share this information with administration in monthly department chair meetings. PHS administration then shares this information with all stakeholders via: weekly "all-calls". PHS administration reports out at monthly site council meetings as well as monthly board meetings. The School Site Council plays a large role in using data to implement action plans and monitor their success. The WASC process also serves to dig through data, drawing conclusions and creating action plans.	WASC process
A3.2 School Site Council works together using staff, student and parent surveys as well as academic data and budget information to help create district-aligned school goals	A3.2 School Site Council agendas and minutes (bottom of this webpage)
A3.3 There is shared decision-making between school leadership and staff through the Department Chair meetings with admin as well as School Site Council meetings.	A3.3 Department Chair meetings (monthly) School Site Council meetings (monthly)

A4.   Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

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Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

<u>A4. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.</u>

Findings	Supporting Evidence
A4.1 The school has documented procedures regarding the assignments given to all teachers. If a teacher teaches outside their area of expertise, their competence must be confirmed by a series of measures. Teachers are supervised and evaluated, addressing areas of need in the process, on a regular basis.	A4.1 PUSD Board Policy-Recruitment and Selection PUSD Board Policy-Assignment PUSD Board Policy-Supervision/Evaluation

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With the reduction of staff and students after the fire, there has been a need to have more staff teaching outside of their areas of expertise. There is also difficulty enticing new, qualified staff to apply for PUSD positions.	
A4.2 The district or site often funds requests for individual teachers' professional development.	A4.2 District's PD funds Site Council-approved PD requests, e.g. PLTW trainings, NGSS Science trainings, Advanced Placement trainings, etc.
A4.3 The most objective process in place that is set to measure the effects of professional development on teacher performance is the administrator's periodic goal-setting meeting with the teachers. There is also a requirement of 7 hours annually of staff development.	A4.3 Administrator/teacher periodic goal-setting meetings Annual 7 hours of staff development
A4.4 With the pandemic-inspired distance/hybrid learning schedule, an MOU was drafted with the union suspending normal supervision and evaluation procedures.	A4.4 Outside of the pandemic year, there are regular goal-setting meetings between administrators and teachers.
A4.5 Teachers have set this as an area needing growth.	A4.5

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school's schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
A5.1 The main body that drives a large part of the school's discretionary budget is the School Site Council, working within the restrictions of the LCAP Supplemental & Concentration funds. The council consists of 6 staff, 3 parents,	A5.1 School Site Council web page with minutes at bottom

3 students.	
A5.2 District practices regarding budgets and audits, etc. can be found in the PUSD Board Policies.	[PUSD Board Policies](#)
A5.3 The school's facilities are old and in disrepair due simply to age. Much of the school is being razed and new buildings erected beginning the summer of 2021.	A5.3 [District Facilities Improvement Plans](#)
A5.4 When new curricula are needed, the Board Policies are clear and effective.	[PUSD Instructional Materials Policy (6161.1)](#)
A5.5 Teachers' staff development was re-negotiated in 18/19. The number of required staff development hours was decreased by 2 days and teacher prep days were increased by 2. Funding for requested staff developments have been available at the school and district levels as well as a limited amount through the Site Council.	A5.5 [Teachers' Union Contract (p. 14)](#)

Category A: Strengths and Growth Needs-Prioritized

Areas of Strength

1. Facilities conducive to learning (as soon as construction happens)
2. Data driving many decisions
3. Clear Board policies

Areas of Growth

1. Improvement is needed in the area of shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices,

> programs, actions, and services that support student learning, between students and staff.
> 2. School needs more effective existing structures for internal communication, planning, and resolving differences
> 3. School needs to more effectively implement a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

The staff at PHS provide rigorous and relevant standards based instruction for all students. We strive to achieve our school wide learner outcomes by providing instruction that is standards driven and meets the needs of both our college bound students as well as our career-oriented students.

Findings	Supporting Evidence
B1.1: We provide rigorous and relevant instruction that support the academic standards.	B1.1: -Science closely follows the NGSS -Foreign language uses the newly updated World Readiness Standards -English utilizes the Common Core as well as Mindset by Carol Dweck. -Sped uses the Common Core standards as well as the Frameworks for History set forth by the State Board of Education. -All IEP goals are linked to Common COre standards -Agriculture class uses the Natural Resource Standards and uses a three ring model utilizing class time, FFA experience and supervised experience
B1.2: We provide instruction based on standards for each subject area that meet or exceed graduation requirements.	B1.2: -A-G graduation requirements -Four year plan -CAST state science test used for college/career readiness -SBAC EAP portion used for college/career readiness -College connection program -ROP provides career readiness -AP Exams and Classes -Currently working on providing pre-requisite courses for Butte College's Welding program -Our students have access to Upward Bound and ETS

	-CSF
<u>B1.3:</u> Teachers at PHS work hard at making sure that the standards are in congruence with the actual concepts and skills being taught.	<u>B1.3:</u> -In science, we use the NGSS to guide our unit planning -Labs have all been reworked to be inquiry student based experiences. -All special ed teachers have goals linked to the Common Core standards -IEPs are aligned to common core standards -Foreign language uses backwards planning with the standards -Formative and summative assessments are performance based -Utilizes interpersonal, interpretive, and presentation skills -English writes lessons with the Common Core standards -Uses data from MAP reading tests -Sped uses Wide Range Math Assessments to guide instruction
<u>B1.4:</u> We have some integration among academic and career disciplines at our school (we determined this to be an area of weakness).	<u>B1.4</u> -Career pathways (more numerous pre fire) -PLTW -Sped integrates with history lessons on the founding fathers with English -Common Core standards -Agricultural Mechanics and Woodshop both integrate with math standards
<u>B1.5</u> Here at PHS, we engage with community partners in a variety of ways that provide engaging and real world experiences. We articulate with feeder schools, colleges, universities, and	<u>B1.5</u> -ROP Medical -Onsite placement at local medical facilities and hospitals -FLS partners with Recycling facilities -Advisory board for PLTW

technical schools to best support our students. The engagement with our community partners is less than in years past due to the Camp Fire.	-Consists of parents, students, and industry professionals -Articulation with Butte College for a soon to be add Introduction to Welding course -Advisory board for Agriculture program -Both Math and Science departments meet with feeder schools to discuss flow, sequence, and expectations for our incoming students. -College Connection puts our high school students on Butte College campus -Provides detailed academic counselling to make sure students can successfully transfer to a state or UC college. -Upward bound -Summer program at Chico State for low income or first generation college -ETS -Cash for College night -Financial aid officers come to PHS to advise students on financial aid for college -Reg to Go -Our students go to Butte college to sign up, take placement tests, and see an academic advisor. -Art participate in a county wide competition through the regional annual fair -Welding contest -Must provide resume, cover letter, job portfolio and welding project -California FFA -Financial Lit partners with Bank of America to provide supplemental

	materials as well as guest speakers
	-AP courses: Biology, Stats, English, Government/Econ, US History and Spanish
	-AP courses for our gifted students
	-Resources that are provided to our economically disadvantaged students include:
	    -5 days worth of meals
	      -Breakfast and lunch
	      -Picked up weekly at a drive through on campus
	    -Clothing closet
	    -Chromebooks for all students
	    -Wifi hotspots
	    -Upward Bound
	    -ETS

B2.   Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
B2.1 At PHS, we provide access to all classes for all students. We provide academic counseling and programs that help students meet their academic goals and ready them for career, technical school and post secondary education.	B2.1: -PLTW: All units start with career exploration -Financial Literacy: units have career exploration -Tech/Careers offers career exploration for all freshmen -Sped offers Fundamentals of Careers and Technology -College Connection -AP courses -College Prep courses -Agriculture program -Wood Manufacturing -Multiple CTE Pathways: PLTW, Ag, Health & Medical, Wood Manufacturing -Wood manufacturing offers experience in plumbing, window installation, framing, solar, and electrical -Elective Fair
B2.2 We provide many real world applications for our students in numerous ways.	B2.2: -College Survival skills -Agriculture/Welding and Wood Manufacturing -PLTW -Anatomy/Physiology -Project based learning in Stats -Financial literacy: budgets, credit scores, used car purchasing, mortgage -FLS provides practical life skills

	-Support for our students to be successful in these classes -Academic support class, paying for AP testing, hot spots, chromebooks
B2.3 We involve students, parents, and staff in developing, implementing and monitoring a student's personal learning plan.	B2.3: -Four year plan -IEP: Transition goals, career goals, and educational goals -SST -Upward Bound -EOP -Reg to Go -Site Council: Parents, teachers, staff, students -Teacher/parent phone calls -0 and 7th period Academic recovery, communicating with parents -Staff collaborating to support a student in common -Advisory period to check in with students regarding progress and grades
B2.4 We provide strategies and programs to facilitate the transition to college, career, technical or other post secondary options.	B2.4: -College Connection -Sped: transitions from 8th grade through 12th, goals are always career and academic -Agriculture program -Wood manufacturing -Link Crew -PLTW and other pathways -Addressing different learning styles -Sped does a learning style inventory assessment -Biology offers multimodal instruction

Category B: Strengths, and Growth Needs-Prioritized

<u>Areas of Strength</u>

1. We provide various ways to support Academic success
2. Community support
3. Have many career/tech opportunities given the size of school
4. Digital arts, PLTW, Agriculture, Wood Manufacturing, VAPA
5. Supporting low-income students
6. Food given to families weekly: 2 meals a day for 5 days worth of food
7. Clothes closet for students in need
8. Wifi hotspots, Chromebooks

<u>Areas of Growth</u>

1. Evaluate, develop and implement follow-up studies for graduates of pathways, technical and academic programs
2. Evaluate the general effectiveness of pathway, technical, and academic programs
3. Lack of access to all electives by SPED students due to scheduling conflicts
4. Integration between academic disciplines

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

<u>C1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.</u>

Findings	Supporting Evidence

1. Teachers utilize a scope and sequence to guide challenging and relevant work in the classroom.	1. Scope and sequence of curriculum: [Physical Science](#)
2. Teachers observe students working by moving around the room to support challenging and relevant work.	2. Teacher input
3. Students understand learning and performance expectations.	3. Teachers post learning standard and provide students with [performance expectation guides](#) and [rubrics](#).
4. Administrators conduct formal and informal observations of classrooms and conduct interviews with students.	4. Administrative Observations.
5. Life Skill Development (severely-handicapped program) included designing, purchasing & completion of creating a campus sensory garden for all students to enjoy.	5. [Example 1](#) of finding; [example 2](#) of finding.
6. Teachers utilize student surveys to gauge student understanding of content.	6. [Student Surveys](#)
7. Teachers observe that students understand how and when to access online content by logging attendance from Zoom meetings and gauging student interaction with Google Classroom.	7. Aeries attendance reports and Zoom Reports.

C2.   Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the

classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
1. Students participate in career preparation activities through interest surveys, interviews, classroom activities and videos. Students learn about technology such as 3D printing and Amazon logistics, robotics and web services.	1. Student IEPs list career interests and preparation.Students enter college vocational programs such as the welding program or lineman program after graduating from high school.
2. The Social Studies Department adopted a technology based curriculum that supports differentiated instruction.	2. Social Studies Adoption Process
3. The Math Department uses online Desmos activities to foster critical thinking using technology.	3. Desmos
4. The Government class runs a House of Representatives simulation which encourages discussion, debate and	4. Simulation

inquiry and encourages both individual and group work.	
5. The Science Department uses scientific inquiry for labs and activities.	5. Scientific inquiry [example lesson](#) and [student example](#)
6. In engineering classes, students do projects on their own and in groups.	6. [Project Lead The Way example](#)
7. ConnectEd uses [Duolingo](#) (a language-based learning app) to introduce struggling students to learning a foreign language.	
8. Students research information on gods and goddesses for The Odyssey and present the information to the class using Google Slides.	8. [Student Presentation](#)
9. Students demonstrate that they can apply skills and knowledge to higher level learning.	9. The [matrix linked here](#) guides students through a series of propaganda posters from WWII and requires them to use acquired knowledge and skills and apply them to high-level learning. Examples of the Ppopaganda posters can be found [here](#).
10. SPED department uses nationally recognized evidence-based practices during instruction and to help inform classroom management.	10. www.captain.ca.gov

Category C: Strengths and Growth Needs-Prioritized

Areas of Strength

1. Students and staff integrate the use of technology into all subject areas.
2. SPED department uses progressive teaching & behavior strategies.
3. Multiple departments prioritize inquiry as a teaching strategy.

Areas of Growth

1. Further development of multiple avenues of career preparedness and pathways
2. Increased student exposure to "real-world" applications of course content.
3. Increased breadth of elective course offerings that promote creativity.

<u>Additional identified student learner needs</u> that resulted from the Focus Group analyses (if any).

- Increased breadth of elective course offerings that promote creativity.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional

development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

<u>D1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.</u>

Findings	Supporting Evidence
<u>D1.1</u> Teachers use a variety of assessment tools to guide instruction. Assessment results are disseminated directly to parents. Schoolwide results are disseminated to the school community as well as the public.	<u>D1.1</u> iReady, MAP, AP exams, CAASPP results Report cards, parent conferences, IEPs Administrator's "all-call", staff meetings, department meetings, school Board presentations, social media, local news paper.
<u>D1.2</u> Basis for determination of performance level: Paradise High School (in non-pandemic years) has a well-developed system which helps ensure consistency in expectation and grades.	<u>D1.2</u> PLCs, departmental common syllabi and assessments, course prerequisites.
<u>D1.3</u> Monitoring of student growth: Paradise High School has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.	<u>D1.3</u> Assessments iReady, MAP, AP exams, CAASPP results 4-year plan through the counseling office Student progress reports (every 6 weeks) Aeries and Google Classroom accessibility Direct communications (email, phone) from teachers
<u>D1.4</u> Assessment of program areas: Paradise High School periodically assesses programs and expectations.	<u>D1.4</u> In addition to PLC department assessments of these aspects, the department chairs routinely evaluate

	programs, expectations and policies. Administration and faculty routinely present to the board. Examples of adjustments based on these assessments include the homework policy adopted in 2018, and the creation of a credit-recovery program in January of 2021

D1.5
Schoolwide modifications based on assessment results: Paradise High School uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.
	D1.5
	Various surveys used to assess:
	  -academic needs of students as determined by staff, students and parents
	  -social emotional needs of students
	  -how course offerings and staff development may be adjusted
	School Site Council use available data when allocating resources to academic and student support programs

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
D2.1 Demonstration of student achievement: Paradise High School teachers guide, modify, and adjust curricular and instructional approaches.	D2.1 Analysis of formative and summative assessments: iReady, MAP, AP, etc. Individual teachers' multiple formative assessments Teachers create benchmarks to show progress throughout the year Google Classrooms and Aeries.
D2.2 Teacher and student feedback: Paradise High teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.	D2.2 Google Classroom features Google Docs sharing features Aeries Teacher-Student conferences Holistic assessments of projects Informal, daily assessments Career Pathways Seniors transition to college is facilitated with Reg-to-Go and AP classes Senior students typically complete (and the staff with community involvement assess) a Career Portfolio and a Senior Project to help them prepare for life beyond high school

Category D: Strengths and Growth Needs-Prioritized

Areas of Strength

1. D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Paradise High effectively communicates assessment results and procedures to stakeholders in a variety of media: weekly all-calls, social

media, Aeries, Google Classroom, video bulletins, PHS website, and direct emails.

2.   D1.5. Schoolwide Modifications Based on Assessment Results: Paradise High School uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process. Teachers, administration and all stakeholders employ data from formal assessments (iReady, MAP, AP exams, CAASPP, SBAC) to continually evaluate and improve school programs. Teachers also employ various formative and summative assessments to evaluate and adjust instruction. Paradise High employs many surveys to invite input from clients and stakeholders and adjusts programs as needed.

3.   D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Areas of Growth

1.   D1.2. Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

2.   D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations. This is a growth area as far as how we develop and design interventions and how we populate these interventions. There is a consensus that the interventions are needed, but they currently lack effectiveness.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
E1.1 PHS has developed and maintained a wide range of strategies to encourage parent and community involvement in the educational process. School Site Council updates and sends parent/student/staff surveys annually and builds goals based around the survey results. Parent involvement opportunities are offered through multiple committees. Parents are invited to yearly IEP meetings to assess student progress and make recommendations for accommodations. PHS administration communicates with parents regularly through a variety of media.	E1.1: PTSO Site Council LCAP (District) Parent teacher conferences IEP meetings SST meetings 504 meetings Academic Probation meetings Parent communication (weekly all-calls, email, Aeries, Google Classroom, social media, website, daily bulletin) Sports Boosters Grad Night committee Parent volunteers (VAPA performances, student activities) Academic Probation committee Advisor for PHS Clubs

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

<u>E2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.</u>

Findings	Supporting Evidence
<u>E2.1</u> PHS strives to provide a safe, clean, and orderly learning environment that promotes a positive culture of learning. PHS has 3 custodians that clean regularly and follow district policies in regards to safety. PHS follows district policy for internet safety and uniform complaint procedures. PHS follows COVID safety guidelines as per the CDC and state of California recommendations.	<u>E2.1</u>: District policy about safe schools District policy about internet safety uniform complaint procedures Security Personnel Security Cameras Vaping Detectors Perimeter Fence CDC/COVID safety procedures

E2.2	E2.2:

PHS provides an environment that is conducive to learning by fostering a caring attitude while maintaining high expectations.
 	
PHS student handbook and Title 9 documents honor individual differences
 	
PHS students have access to social and emotional support
 	
PHS conducts annual student and parent surveys to gauge student safety, school culture and social/emotional needs.student academic achievement e
 	
Student Leadership recognizes ach semester with awards.
 	
PHS recognizes student academic achievement with a "P" letter award and certificate.
 	
PHS offers the opportunity to establish and participate in social clubs on campus.
 	
*PHS recognizes a student's perfect attendance.
	[Student handbook](#)
	[Title 9 Nondiscrimination](#)
	PHS Counselors
	BCOE Counselors
	Youth For Change Counselors
	ERMHS (Educational Related Mental Health Services)
	*Peer Counseling
	Annual Student Survey Data
	Class Syllabus per Teacher
	PUSD Social Justice Committee
	Clubs and Adult Advisor:
	  *GSA
	  Academic Decathlon
	  CSF
	  *Chess Club
	  *Fishing Club
	  *Gaming Club
	  Interact
	  *Fashion Club
	  *Green Machine (School spirit)
	  Link Crew
	  *Ski and Snow Board Club
	Scholarship applications and guidance are available to students.

E2.3 PHS maintains an atmosphere of trust, respect, and professionalism within the entire school community.	E2.3: [Student handbook](#) [Athletic Handbook](#) Student Leadership Fundraisers for the community, i.e. Adopt a Ridge family Kindness week Suicide Prevention - Yellow ribbon program Red Ribbon Week - Drug and Alcohol education

	*Every 15 Minutes (every other year) Advisory curriculum "Character Strong" that covers self esteem, stress management, trust and respect. Blood drive twice yearly Academic certificates (recognition) Student of the Week Bobcat Bucks *Link Crew District Policy for Staff Professionalism Keenan Safe School Videos Staff recognition (monthly) Staff Professional Development

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
E3.1 PHS has developed and implemented strategies to support the academic needs of all students.	E3.1 Academic Support classes College Survival Skills class Connect Ed. 0 & 7th Period Credit Recovery Interventions Summer School PELA ESY (Extended School Year) IEP meetings SSTs meetings 504 meetings Academic Probation Committee *Link Crew Study sessions (Cocoa & Cram) MTSS PBIS CSF CJSF *Academic 4-year plan with counselor (begins as freshman)
E3.2 PHS offers alternative instructional options and multi-tiered systems of support to meet the learning and social emotional needs of students.	E3.2 IEP meetings SST meetings 504 meetings Academic Probation committee MTSS committee

	-RTI -PBIS -Incentive programs (i.e. Bobcat Buck rewards) Restorative Justice (initiated Training 2021) PELA as full or part time is available to students. Resource classes Special Day program FLS program Annual student survey data *Peer counselors PHS counselors BCOE counselors Youth For Change counselors ERMHS-Educational Related Mental Health Services
E3.3 PHS leadership and staff assess and evaluate the efficacy, impact, and success of the school wide multi-tiered support system.	E3.3 Student/Parent yearly surveys Aeries Data: suspensions, tardies, etc. Kelvan social/emotional check: counselors check in with students as-needed based on answers; data is tracked MTSS Committee analyzes data above -RTI -PBIS
E3.4 PHS offers a high level of activities, course offerings, and programs to promote student-learning outcomes and college-and-career readiness.	E3.4 AP classes A-G classes 0-7 credit recovery classes Summer school PELA CTE/Elective classes (Ag, Engineering, *Medical, *Culinary, VAPA, Student Leadership, *EMS, etc.)

	Senior classroom visits (a-g/College requirements/PHS graduation requirements) Reg-to-Go program Cash for College PSAT Broadcast (student involvement in disseminating information Science pathway presentations Scholarships Senior Awards Night (dept. awards/scholarships) Upward Bound Interact Educational Talent Search Career/Tech class includes a month-long unit on career exploration and college readiness. ASVAB/Military recruiter visits California Scholarship Federation

Category E: Strengths and Growth Needs-Prioritized

<u>Areas of Strength</u>

1. Recognizing more student successes on campus (Academic / Attendance / Cultural / Athletic)
2. Staff recognitions
3. Overall well-being (social-emotional needs/support)
    a. Counseling
    b. Academic/Career
    c. Athletic
4. Students have multiple choices to be successful within the district (PELA, Independent Study, Ridgeview, PHS, College Connection, summer school)
5. Students have an opportunity to find a connection to PHS through multiple academic, athletic and student activities

<u>Areas of Growth</u>

1. Authentic parent participation (academic, culture, MTSS, School Site Council)

2. Following school policies consistently (fidelity and accountability by all staff & students)
3. Focus on establishing stronger social-emotional relationships with and between students and staff
4. Districtwide commitment to social justice efforts

Consolidated, Prioritized Categories A-E Areas of Growth

1. Significantly highest priorities:

   Category A: school needs to implement a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

   Category E: school needs to develop effective policies (behavioral, academic, attendance, sports, etc.); staff and students need to follow with fidelity; accountability measures need to be clearly outlined.

2. High priorities:

   Category D: Assessment of Program Areas: In partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations. This is a growth area as far as how interventions are developed, designed and populated. There is a consensus that existing interventions currently lack effectiveness.

   Category C: Further development of multiple avenues of career preparedness and pathways; increased student exposure to "real-world" applications of course content.

   Category C: Increased breadth of elective course offerings that promote creativity.

   Category E: Focus on establishing stronger social-emotional relationships with, and between, students and staff.

CHAPTER IV: SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNER NEEDS

Summary of Identified Major Student Learner Needs

Among the prioritized list of student learner needs, two stood out significantly as the greatest weak spots at PHS. Both revolved around creating practical and understandable policies, following those policies with fidelity, and ultimately, assuring well-defined and consistent accountability outcomes.

The next highest priority of an identified weak spot is the lack of effective interventions for students. Creating productive intervention plans should include district and site administration, school leadership, and instructional staff. These plans should recognize that the current intervention methods at PHS have not proven efficacious and need to be reworked.

Another prioritized need is for a greater number of real-world centered, career-preparedness opportunities to be offered. The availability of these opportunities decreased significantly after the 2018 fire but the need for these courses has not.

A greater focus on elective courses that promote creativity and the next highest need.

The final recognized need is to establish stronger social-emotional relationships between the students and staff. The relationships suffered with the social-distancing required by the pandemic, therefore the need to develop a comprehensive plan to regain those relationships is a priority.

CHAPTER V: SCHOOLWIDE ACTION PLAN REVISED

GOAL 1-School Culture: PHS will promote and strengthen a school culture that is respectful and tolerant, building a more trauma-informed, and social-emotionally informed inclusive school community with clear and consistently-enforced policies and responsibilities, providing a positive, safe, and engaging learning environment.

Tasks	Responsible Person(s) Involved	Professional Development/ Resources/Funding	Means To Assess Improvement	Timeline	Reporting
Ongoing social/emotional & trauma-informed counseling services	Butte County Office of Education (BCOE) PHS Admin Counselor	Grant ESSER	Counseling Data	On Going as Needed	BCOE Counselors Reporting to PHS Admin
Ongoing social justice focus	Social Justice Committee (Includes Staff, Parents, Students, Alumni, Admin)	NA	Staff and Family Surveys	On Going	Committee Reports to Paradise Unified School District's Board and Admin
Parent/student	PHS Admin and	NA	Signed Handbooks	On Going	PHS Admin to

handbook read within 2 weeks of start of school	Families				Staff
Fidelity to well-defined school policies by all staff and students; add consistent accountability procedures	MTSS PBIS PHS Admin Department Chair Meetings Staff Meetings	NA	Well-Defined School Policies	Policies and accountability procedures have been developed	PHS Admin Reports to Staff and Families
Increase Library Specialist to cover full school day	School Site Council Administration	LCAP Supp/Con	Library Hours	End-of-year	Site Council

GOAL 2-Academic Excellence: PHS will provide academic interventions and prepare students to recognize and navigate barriers to their success in education, career, and civic readiness.

Tasks	Responsible Person(s) Involved	Professional Development/ Resources/Funding	Means To Assess Improvement	Timeline	Reporting
Create procedures to make interventions meaningful and effective	PHS Admin MTSS Staff	Lottery ESSER	Discipline Data Grade Data Attendance Data	Sept 21-Oct 21	PHS Admin to Staff
Reading intervention program	PHS Admin English Department	ESSER	Reading Assessment	January 2022 to June 2024	PHS Admin to Staff
Intermediate step between Math Foundations and Math I	PHS Admin Math Department	District	MAP Testing	August 2022	PHS Admin to Staff
Interventions should focus on student	PHS Admin BCOE (UDL)	LCAP	SBAC Data	September 2021	BCOE Reports to PHS Staff

modalities and strengths to enhance learning					
Credit Recovery (0 and 7th periods)	PHS Admin Staff	ESSER	Grade Data	August 21	PHS Admin to Staff
Leveled intervention classes. Interventions should not simply be 'more time' to complete work	PHS Admin Staff English Department Math Department	ESSER	Grade Data MAP scores	August 22	PHS Admin to Staff
College Survival Skills class	PHS Admin Staff	Lottery ESSER	Grade Data	August 21	PHS Admin to Staff
ConnectEd	PHS Admin	ESSER	Grade Data Discipline Dats	October 21	PHS Admin to Staff
Independent Study	PHS Admin Staff	ESSER	Independent Study Program Developed	August 2021	PHS Admin to Staff
One-to-one technology	PHS Admin Information	ESSER	Accessibility survey	On Going	PHS Admin to Staff

(chromebooks), on and off campus (hot spots, etc.)	Technology Director				

GOAL 3-Communication: Using clear systems of communication, all stakeholders will be engaged in the learning process, policies, procedures and operational practices at Paradise High School.

Tasks	Responsible Person(s) Involved	Professional Development/ Resources/Funding	Means To Assess Improvement	Timeline	Reporting
Provide childcare and meals at events (such as Back-to-School Night, Open House, etc.) to enable all families to attend.	PUSD Food Services Staff	LCAP	Track the number of meals served	On Going	PUSD Food Services to PUSD Board
MTSS	PHS Admin MTSS	NA	Policies are developed and	On Going	MTSS Team to Staff

	Committee		implemented		
Department Chair Meetings	PHS Admin Dept Chairs	NA	Meetings Held	On Going	Dept Chairs to Their Dept
Staff Meetings	PHS Admin Staff	NA	Meetings Held	On Going	PHS Admin to Staff

Follow-up process

The process of developing goals annually and then following through on them has been interrupted since the 2018 Camp Fire. This is due to the needs constantly being in flux after the ever-morphing nature of life after a disaster.

The process at this point is that administration will initially present the goals and action plans to the PUSD Board for approval. The goals and action plans are developed through the WASC process and so staff already have familiarity with them but they will be revisited in August at the initial staff meeting. They will be shared at district-level administrators' meetings, with the School Site Council who also has a role in their development, and revisited at the department chairs' meetings.

APPENDIX

Reports

1. WASC 12-13 VC Full Self-Study Report
2. WASC 15-16 VC Midterm Report
3. Local Control and Accountability Plan (PUSD LCAP)
4. School accountability report card (SARC)
5. School Plan for Student Achievement (SPSA)

Surveys

1. Student surveys (longitudinal comparison from 16-17)
2. Student Survey Results 19-20; 20-21
3. Parent Survey Results 19-20; 20-21
4. Parent surveys (longitudinal comparison from 16-17)
5. Staff Survey Results 19-20
6. California Healthy Kids Survey
   a. 19-20
   b. 20-21

PHS Information

1. UC a-g approved course list
2. Approved AP course list
3. Master schedule 20-21
4. Graduation requirements
5. Parent/Student Handbook
6. Athletic Handbook

PHS Data

1. [Reading and Math Scores (MAP and iReady)](#)
2. [Absences-Annual (All)](#)20-21; [Absences-Annual (SED)](#) 20-21
3. [Absences-Unexcused (All)](#) 20-21; [Absences-Unexcused (SED)](#) 20-21
4. [Attendance By Grade (All)](#) 20-21; [Attendance By Grade (SED)](#) 20-21
5. [Suspension Days](#) 20-21
6. [Discipline-Minors](#) 20-21
7. Grades (end of 20-21)
   a. [English (All)](#); [English (SED only)](#)
   b. [Physical Science (All)](#); [Physical Science (SED only)](#)
   c. [U.S. History (All)](#); [U.S. History (SED only)](#)
   d. [Government (All)](#); [Government (SED only)](#)
   e. [Math (All)](#); [Math (SED only)](#)
   f. [PE (All)](#); [PE (SED only)](#)
   g. [World History (All)](#); [World History (SED only)](#)
8. GPA
   a. [GPA Less Than 2.0 (Longitudinal)](#)
   b. [Academic GPA Longitudinal](#)
9. [F List (Longitudinal)](#)
10. [College/Career Measures](#)
11. [California School Dashboard](#)
12. [Ed-Data](#) (not very current data)
13. [Dataquest](#)
14. [CBEDS school information form](#)

Any pertinent additional data (or have on exhibit during the visit)

Budgetary information, including school budget

Glossary of terms unique to the school.