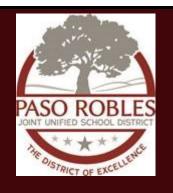# Paso Robles High School

801 Niblick Road • Paso Robles, CA 93446 • (805) 769-1500 • Grades 9-12
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Principal's Message

I'd like to welcome you to Paso Robles High School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

At Paso Robles High School, we are committed to providing all of our students an exceptional educational experience in a safe and positive learning environment that prepares them for success in college, career, and community.

As the only comprehensive high school in Paso Robles Joint Unified School District, we take pride in ensuring that all of our students have widespread opportunities to explore rigorous standards-based academic course work that will prepare them for the ever-changing world. In combination with the college preparatory, advanced placement, and career and technical education course pathways, we also offer dual-enrollment courses in partnership with Cuesta College.

At Paso Robles High school we also believe in providing a well-rounded experience for our Bearcats. We encourage all of our students to participate in the plethora of co-curricular activities that are offered during and outside of the standard school day. Whether that be through our athletic programs, academic competitive teams, visual and performing arts program, agriculture program, student government, and/ or student clubs, we believe that it is our responsibility to meet the diverse interests of our students and ensure that they are connected in their school community.

Overall, Paso Robles High School is a great place to be! Our staff and community care deeply about the success of our students and work diligently to give them their best every day. Therefore, we will continue to set the highest of standards for ourselves and for our students and work in partnership to achieve our goals.

Mission Statement
Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an every-changing world.

Vision
Every student will be prepared for success in college, career, and community

School Profile
Paso Robles High School is located in the central region of Paso Robles and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2018-19 school year, 2109 students were enrolled, including 11.29% in special education, 7.79% qualifying for English Language Learner support, and 35.84% qualifying for free or reduced price lunch.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	605
Grade 10	549
Grade 11	521
Grade 12	468
Total Enrollment	2,143

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.7
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	0.4
Hispanic or Latino	49.5
Native Hawaiian or Pacific Islander	0.4
White	44.4
Socioeconomically Disadvantaged	44.6
English Learners	8.4
Students with Disabilities	11.7
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Paso Robles High School	**16-17**	**17-18**	**18-19**
With Full Credential	91	92.2	99
Without Full Credential	4	2	1
Teaching Outside Subject Area of Competence	0	0	0
Paso Robles Joint Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Paso Robles High School	**16-17**	**17-18**	**18-19**
Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All textbooks used in the core curriculum at Paso Robles High School are aligned to the California Common Core State Standards. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. On Tuesday, October 11, 2016, the Paso Robles Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 11-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Paso Robles Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	2017, Springboard ELA California Edition 2011, Bedford/St. Martin's, Elements of Argument, AP 2010, Commerce Printing, Expository Reading and Writing Course 2015, HMH, English 3D 2015, HMH Read 180 Universal 2011 Bedford/St. Martin's, Elements of Argument, AP **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	2017 Cengage Learning, Calculus for AP with CalcChat and CalcView 2016 Cengage Learning, Precalculus with Limits: A Graphing Approach, 7th Edition 2015 Houghton Mifflin Harcourt, BIG IDEAS, Algebra 2 2015 Houghton Mifflin Harcourt, BIG IDEAS, Algebra1 2015 Houghton Mifflin Harcourt, BIG IDEAS, Geometry 2001 WH Freeman and Company, The Practice of Statistics 2017 Cengage Learning, Managing Your Personal Finances 2018, CSU EAP Senior Math **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	2001 Brooks/Cole, Chemistry AP 2005 Glencoe/McGraw-Hill, Glencoe Earth Science: Geology, the Environment, and the Universe 2007 Holt, Physics, CA Edition 2007 Pearson Prentice Hall, Biology 2007 Pearson Prentice Hall, Chemistry CA Edition 2000 Prentice Hall, Advanced Physics; Principles with Applications 2008 Prentice Hall, Conceptual Integrated Science 2007 Thomson Learning, Global Environmental Options 2017 Thomson Learning, Living in the Environment, AP Edition 2017 McGraw-Hill, Marine Science 2018 Cengage, Exploring Environmental Science for AP 2018 Accelerate Learning, STEMScopes Science Laboratory Equipment **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	2018, Pearson, World History (CA Edition) 2018, Pearson, American Government (CA Edition) 2018, Pearson, Economics (CA Edition) 2018, Cengage Learning, America Through the Lens 2018, Pearson, Psychology 2018, McGraw Hill, McConnell Economics (AP) 2018, McGraw Hill, American Democracy Now (AP) 2006, Vicens Vives, Historia del Mundo Contemporaneo **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	2017 McGraw-Hill, Spanish 202/ Spanish 2 2016 Glencoe/McGraw-Hill, Así de dice Levels 1-4 2002 Glencoe/McGraw-Hill, Bon Voyage! 2002 McDougal Littell, Discovering French Blanc 2002 McDougal Littell, Discovering French Bleu 2001 McDougal Littell, Discovering French Rouge 2014 Pearson, Abriendo Paso, Gramatica 2014 Pearson, Abriendo Paso, Temas y lecturas **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	2006, Glencoe, Health
Visual and Performing Arts	2013, Wiley, Experience Clay 2018, Oxford, History of Jazz
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)
The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Paso Robles High School's original facilities were built in 1980; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Conversion on many exterior lights to LED
- Roof repair on Gil Asa Foyer
- Roof repair on Library North West corner
- New ornamental iron perimeter fencing
- Removal of debri and shed in new Bearkittens area
- Removal of portables classrooms in future Aquatics Complex area
- Installation of smart irrigation controls

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and four evening custodians are assigned to Paso Robles High School. The day custodians are responsible for:

- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- General use areas
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Walls in lower hallway of 100 Bldg need to be repainted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Gym: Several exterior wall pack lights need new lenses.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof has leak in counseling area. Leak in boys gym restroom repaired by contractor. Roof above gym needs work in SW corner.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Lions Field is still waiting on renovation. Restrooms have wall anchor holes on walls.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	73.0	66.0	49.0	49.0	48.0	50.0
Math	41.0	41.0	35.0	36.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.9	22.6	39.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	455	440	96.70	66.06
Male	227	221	97.36	57.27
Female	228	219	96.05	74.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	217	208	95.85	60.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	212	206	97.17	71.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	209	198	94.74	57.87
English Learners	60	55	91.67	24.07
Students with Disabilities	56	53	94.64	15.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	456	439	96.27	40.77
Male	227	219	96.48	35.62
Female	229	220	96.07	45.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	217	207	95.39	31.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	213	206	96.71	51.94
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	210	196	93.33	32.14
English Learners	60	56	93.33	8.93
Students with Disabilities	57	52	91.23	7.69
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, newsletters, the school marquee, the school website, and Facebook. Contact any school office staff member at (805) 769-1500 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Chaperone
• Classroom Helper
• Fundraising Activities
• Library Helper
• Office Helper

Committees
• Athletic Boosters
• Band Boosters
• Dual-Immersion Parent Advisory
• English Learner Advisory Council
• FFA Boosters
• Parent Teacher Association
• Parent Advisory Group
• PBIS/Safety Commitee
• Assist in ASB Club Organizations

School Activities
• Back to School Night
• Open House
• Sports Events
• Student Performances
• Student Recognition Assemblies
• Senior Scholarship Nights

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The Comprehensive School Site Safety Plan was developed for Paso Robles High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff by December 2018.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	4.2	6.2	9.4
Expulsions Rate	0.2	0.3	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.6	3.7	5.2
Expulsions Rate	0.1	0.1	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.4
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	12
Other	.2
Average Number of Students per Staff Member	
Academic Counselor	351.5

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	29.0	31.0	32.0	11	9	6	27	20	12	36	41	51
Mathematics	30.0	30.0	29.0	7	11	13	22	20	24	33	35	33
Science	29.0	30.0	29.0	5	5	6	35	37	42	14	11	14
Social Science	30.0	31.0	31.0	5	4	8	14	9	5	28	31	36

*   Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Professional development opportunities for teachers are provided throughout the school year. At a minimum, teachers receive professional development through professional development days that are calendared in their teaching contract. In addition, teachers also receive 1.5 hours of structured professional learning once per month through faculty meetings that focus on student achievement and instructional practices.

Teachers are also supported and coached through the supervision/evaluation process. This process allows for open dialogue between teachers and administrators to help coach and evaluate the instruction that takes place in the classroom. Teachers also receive instructional feedback through periodic classroom visitations by the administrative team.

Our teachers also have opportunities to attend district, county and other conferences (advance placement, contend specific) as it pertains to their individual and/or school professional goals. New teachers are also supported with mentors (on site veteran teachers) through the new teacher induction program.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,003	$47,547
Mid-Range Teacher Salary	$67,542	$74,775
Highest Teacher Salary	$86,818	$93,651
Average Principal Salary (ES)	$102,900	$116,377
Average Principal Salary (MS)	$102,973	$122,978
Average Principal Salary (HS)	$107,649	$135,565
Superintendent Salary	$204,115	$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,030	$1,085	$4,945	$62,904
District	◆	◆	$4,777	$71,102
State	◆	◆	$7,125	$76,522
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

On an annual basis, Paso Robles Unified School District submits the application for funding consolidated categorical aid programs, commonly called the ConApp (short for Consolidated Application). The application is submitted in two parts: Part I, which contains program and demographic information, is submitted each year by June 1; Part II, which contains the budget information and additional program data, is submitted each year by January 31. The categorical programs included in the application are Title I, Part A – Improving the Academic Achievement of the Disadvantaged; Title I, Part C – Migrant Education; Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers and Principals; and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

The 2013-14 California Department of Education (CDE) budget package replaces the previous K-12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs. For county offices of education (COEs), the LCFF creates separate funding streams for oversight activities and instructional programs. The goal of the LCFF is to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on these student characteristics.

The Local Control Accountability Plan (LCAP) is an important component of the LCFF. Under the LCFF, all districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d). Each school district must engage parents, educators, employees and the community to establish these plans. Parental and community engagement of all stakeholders is critical to the development of the district LCAP. PRJUSD continues to work with all stakeholder groups in holding various district and school committee meeting and forums designed to gather information on various specific areas of importance. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. The LCAPs must focus on eight areas identified as state priorities. District plans will also demonstrate how the district's budget will help achieve the goals and assess each year how well the strategies in the plan were able to improve outcomes. PRJUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Paso kids! PRJUSD is proud and pleased to offer a variety of parental involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines.

Such advisory committees in the PRJUSD include:

School Site Council (SSC)
LCAP Parent Advisory
English Learner Advisory Committee (ELAC)
District Advisory Committee (DAC) and School Advisory Committee (SAC)
District English Learner Advisory Committee (DELAC)
Dual Immersion Parent Advisory
Career Technical Education Advisory

We encourage all parents and guardians to become involved with their child's education at the classroom, schoolwide and district level. Each school's School Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs and services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. If you would like additional information on any of the district parent councils or committees, please call your child's school. The principal, guidance specialist (GS), counselor or vice principal would be happy to assist you; or you may go to www.pasoschools.org.

District English Learner Advisory Committee: Whenever there are 51 or more English learner students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently, the DELAC bylaws require each DELAC representative to be: 1. a parent or guardian of an English learner or former English learner (i.e., a reclassified fluent English proficient student) currently enrolled at the site he or she represents; and 2. elected to serve as the DELAC representative by the site ELAC.

The following is an overview of the categorical funding and programs in PRJUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings. Rationale General district funds provide support for the district's base/core curriculum program. Some children have special characteristics not reflective of the general school population that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs.

Philosophy: All PRJUSD schools offer students with special needs the same kinds of high-quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential.

Categorical Program Descriptions
1. After School Safety and Education Funds (ASES): This state-funded and administered program provides three-year grant funding to establish or expand after-school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to improve academic achievement and provide enrichment opportunities that reinforce and complement the academic program.
2. Title I, Part A (Improving the Academic Achievement of the Disadvantaged): This federally funded program provides high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
3. Title I, Part A, Title X, Part C, Education for Homeless Children and Youths: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. This reservation requirement is not formula driven.
4. Title I, Part C (Migrant Education Program): This federally funded program focuses on providing services for migratory students and their families.
5. Title II, Part A (Preparing, Training and Recruiting High-Quality Teachers and Principals): This federally funded program focuses on teacher and principal training and recruitment programs.
6. Title III (Language Instruction for English learners and Immigrants): This federally funded program focuses on assisting school districts in teaching English to limited-English-proficient students (English learners) and immigrants and helping these students meet the same challenging state standards required of all other students.

The goal of the PRJUSUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall, each school will send additional information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community. If you have any questions, please call your child's school or the PRJUSD Department of Student Services at (805)769-1000, additional information may be found at www.pasoschools.org

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Paso Robles High School	2014-15	2015-16	2016-17
Dropout Rate	2.2	2.0	1.7
Graduation Rate	94.0	94.5	95.6
Paso Robles Joint Unified School	2014-15	2015-16	2016-17
Dropout Rate	5.5	6.7	4.3
Graduation Rate	90.9	89.6	91.1
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1484
% of pupils completing a CTE program and earning a high school diploma	31.0 %
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	73%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	42.7

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	♦
English	8	♦
Fine and Performing Arts	1	♦
Foreign Language	1	♦
Mathematics	5	♦
Science	4	♦
Social Science	6	♦
All courses	25	19.8

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2017**		
	School	**District**	**State**
All Students	92.1	95.2	88.7
Black or African American	83.3	85.7	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	85.7	85.7	94.9
Filipino	100.0	75.0	93.5
Hispanic or Latino	93.2	93.2	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	91.5	97.9	92.1
Two or More Races	88.9	100.0	91.2
Socioeconomically Disadvantaged	96.6	97.5	88.6
English Learners	45.5	50.0	56.7
Students with Disabilities	77.6	79.4	67.1
Foster Youth	75.0	87.5	74.1

Career Technical Education Programs

At Paso Robles High School we offer an extensive selection of CTE courses. We currently have 13 distinct, fully articulated CTE pathways ranging from Agricultural & Natural Resources to Health Science & Medical Technology. Each pathway consist of an introductory, concentration and capstone course. These courses give our students the opportunities to enhance technical skills that are needed in the 21 century workplace. The other CTE pathways include: Building Trades and Construction, Arts-Media & Entertainment, Business & Finance,Education & Child Development, Information-Communication & Technology, Hospitality & Tourism and Transportation.

In addition, 15 of the 43 CTE courses are A-G CSU/UC approved . Twenty of these courses are also connect through Cuesta Community College for dual-enrollment status, in which students can receive college credit taking CTE classes during the school day.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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