

**Paradise Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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

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

#### **DataQuest**

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

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Paradise Elementary School
Street	3361 California Avenue
City, State, Zip	Modesto, CA 95358
Phone Number	(209) 524-0184
Principal	Heath Thomason
Email Address	hthomason@paradiseesd.org
Website	paradiseesd.org
County-District-School (CDS) Code	50-71209-6052914

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Paradise Elementary School District
Phone Number	(209) 524-0184
Superintendent	Heath Thomason
Email Address	hthomason@paradiseesd.org
Website	<a href="http://www.paradiseesd.org/">http://www.paradiseesd.org/</a>

### School Description and Mission Statement (School Year 2020-2021)

Paradise Elementary School is a small rural K-8 school located in the Central Valley of Modesto, California. Paradise Elementary School provides a safe, nurturing environment where all students can feel comfortable and succeed. It is our belief that parents and guardians have an obligation to participate in their child's education. It is essential that a high level of communication, trust, respect, and teamwork exist among all stakeholders of Paradise Elementary School. We are proud of our academic strength and are always seeking ways to improve our strong instructional program. Our students are encouraged and recognized for their positive contributions to their school through such things as monthly morning assemblies, Paradise Pride Cards, Honor the Code, and our daily morning announcements. We have a very strong after-school program that assists students with homework, tutoring groups, guitar and string lessons, piano, drumline, dance lessons, cooking classes, and many more. Paradise truly provides a place for all students to learn and grow as valuable and contributing citizens of the community.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	10
Grade 1	7
Grade 2	9
Grade 3	9
Grade 4	7
Grade 5	10
Grade 6	14
Grade 7	11
Grade 8	7
<b>Total Enrollment</b>	<b>84</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	53.6
White	9.5
Socioeconomically Disadvantaged	100
English Learners	33.3
Students with Disabilities	10.7
Homeless	10.7

## 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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	10	10	9	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: March 2017

Paradise Elementary provides high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's students academic standard. All texts meet California State Standards. Paradise Elementary meets or exceeds the State requirements to update textbooks by the required dates. Teachers and administrators meet to discuss the different textbooks that are available for every subject matter. The staff determines which text best fits the needs of our students. The most current adoption was the 2020-21 adoption of Science textbooks, and in all subject areas there are sufficient textbooks and instructional materials for each student. We currently supplement writing instruction with a program called Step Up to Writing along with PEG Writing , and have added Mathematics and Science in Spanish. I-Ready is being used for supplemental intervention for both Math and Language Arts. Paradise Elementary will be looking at the adoption of Social Studies in the upcoming school year, and is currently piloting Houghton Mifflin.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders K-6 2016 Collections 7-8 2016	Yes	0
Mathematics	Engage NY (Eureka Math) Adoption 2015 Math Expressions K-6 2016	Yes	0
Science	Houghton Mifflin Science K-8 2020	Yes	0
History-Social Science	Reflections, California Series - Harcourt K-5, 2008 California Middle School Social Studies- McDougal-Littell, 2007	Yes	0

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

## School Facility Conditions and Planned Improvements

A complete reconstruction of Paradise Elementary School took place in 1969, and is currently comprised of nine classrooms (including 3 portables), a staff room, a library, 3 resource rooms, three playgrounds, and the main office. In 2005 construction of a gymnasium/multipurpose room was completed. Paradise Elementary School District has recently completed a total remodel of the main classroom building and added a new portable classroom. In the summer of 2012 we purchased a sport court floor, to improve the safety of our once VCT floor. Our portable buildings have been completely refurbished in 2016, and we continue to upgrade all areas of our school. The general condition of the school is good. The outer structure of the school has been recently painted and blends very well with the addition of the gymnasium/multipurpose room. The exterior of the school needs additional care and upkeep. The custodial staff consists of one full time person and one part time person. Our full time person is here throughout the day and our part time person works mainly in the late afternoon into the evening hours. The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2018-19 school year the District budgeted \$90,000 in revenue and \$9000 in expenditures for the Deferred Maintenance Program. This represents 0.5% of the District's general fund budget.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	68	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	67	N/A	64	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	42	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

Parents and community are very supportive of the educational programs at Paradise Elementary School. Parents interested in leadership and/or the overall health of the school are able to participate by becoming a member of the Paradise Parents Club, and/or the School Site Council. The school always welcomes parents and community members to volunteer in the classroom and assist on field trips.

Relationships with the community are strong. Along with the deep support from the community, parents, families, and friends of the students, Paradise Elementary School also receives support from the Stanislaus County Office of Education, McDonalds, and Taco Bell. McDonalds, KFC, and Taco Bell both work with the school to sponsor fundraising activities and recognition for our students who are exceeding expectations in academics.

For more information on how to become involved, contact Patty Furtado, President of Paradise Parents Club, at (209)524-0184.



## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.1	1.1	1.0	1.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.0	1.0	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Safety of the student and staff is a primary concern of the Paradise Elementary School District. The school's safety program is fully compliant with Federal and State regulations, and the safety plan is updated annually by the site administration. Paradise Elementary School District is dedicated to a safe and orderly learning environment. The Emergency Response/Safety Plan is meant to be a practical guide that provides general guidelines to follow in case of various emergencies. Paradise Elementary staff members are expected to know and implement these procedures in the case of emergency. Each year teachers and staff schedule a week in October and a week in January to practice all drills and have safety conversations with students. Key elements of the the safety plan focus on emergency drill procedures, staff responsibilities during emergencies, child abuse reporting, field trip emergency procedures, and crisis procedures. Emergency drills are held regularly and all staff have been trained on evacuation procedures. Paradise Elementary School maintains a "closed campus" policy. Students may not leave campus for any reason without first being signed out by an adult at the front office. Additionally all visitors must sign in at the front office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times. The School Safety Plan was last reviewed, updated, and discussed with the School Site Council in September 2020.

### 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	11	1			9	1			10	1		
1	7	1			10	1			7	1		
2	11	1			8	1			9	1		
3	10	1			8	1			9	1		
4	11	1			11	1			7	1		
5	8	1			12	1			10	1		
6	12	1			9	1			14	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,144	\$2,377	\$5,767	\$63,479
District	N/A	N/A	\$5,767	\$63,479
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	-29.3	-11.8

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

### Types of Services Funded (Fiscal Year 2019-2020)

Paradise Elementary School provides services such as ELD which focuses on the development of Academic Vocabulary and Background Knowledge, and an After-School Program that incorporates the idea of giving students more opportunities to understand the standards. We believe that it is important for students to receive the standards many times and many ways. Our Title I program is an RTI process that allows us to give students who are struggling, focused intervention to insure their future success. Those students who may still be struggling receive Special Education Services and support. Our school also supplies Home-to-School Transportation, School Improvement Program, Economic Impact Aid, Staff Development, and Peer Assistance and Review, as well as New Teacher Induction.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638
Highest Teacher Salary		\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary		\$128,853
Percent of Budget for Teacher Salaries	27.0	30.0
Percent of Budget for Administrative Salaries	9.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Staff members build teaching skills and concepts through participation in conferences, workshops, and bi-weekly PLC's. For the past five years, the district has offered three professional development days where teachers are offered a variety of professional growth opportunities in curriculum, instruction, and assesment. Teachers work with the Principal/Superintendent to mine data to determine professional development needs. Over the last several years our teachers worked on Classroom Instructional Strategies, Background Knowledge and Academic Vocabulary, Curriculum Mapping, and worked collaboratively to create Power Standards for every grade level. We moved on, and our staff was doing brain research to improve our teaching in the area of mathematics, and our teaching of ELL students. In past years we focused on Classroom Management and Differentiating Instruction to meet the needs of all students. Currently we are working to implement Common Core Standards, and developing curriculum for social studies and science. Our book studies are discussed every other week in the form of Teacher-Principal meetings, and the staff is monitored on a regular basis through the five minute walk through. We are currently reading Breaking Night, also known as Homeless to Harvard. Studying the effects on how we are perceived by students and they effects we have on children, This process allows individual teachers to share their strengths with others, which in turn has a positive effect on student achievement in our building. Our latest purchase of SIMPLE K-12 gives our teachers access to Professional Development at the touch of their fingertips, which can solve immediate needs for classroom teaching.