

# Paradise Charter School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Paradise Charter School
<b>Street</b>	3361 California Avenue
<b>City, State, Zip</b>	Modesto, CA 95358
<b>Phone Number</b>	(209) 524-0184
<b>Principal</b>	Heath Thomason
<b>Email Address</b>	hthomason@paradiseesd.org
<b>School Website</b>	www.paradiseesd.org
<b>County-District-School (CDS) Code</b>	50-71209-0112383

## 2022-23 District Contact Information

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

## 2022-23 School Overview

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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	7
Grade 2	14
Grade 3	11
Grade 4	12
Grade 5	13
Grade 6	14
Grade 7	12
Grade 8	12
Total Enrollment	109

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.0
Male	56.0
American Indian or Alaska Native	0.9
Asian	1.8
Black or African American	0.9
Filipino	0.0
Hispanic or Latino	67.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	12.8
English Learners	24.8
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	43.1
Students with Disabilities	2.8

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.50	100.00	9.00	100.00	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	4.50	100.00	9.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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<b>Total Teaching Positions</b>	4.50	100.00	9.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Paradise Charter School 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 Charter School 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 Charter School will be looking at the adoption of Social Studies in the upcoming school year, and is currently piloting Houghton Mifflin.

**Year and month in which the data were collected**

March 2017

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

## School Facility Conditions and Planned Improvements

A complete reconstruction of Paradise Charter 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 Charter School 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. Paradise Charter School 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 Paradise Charter School 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.

**Year and month of the most recent FIT report**

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b>	X			

## School Facility Conditions and Planned Improvements

Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	46	N/A	47	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	47	N/A	50	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	73	72	98.63	1.37	45.83
<b>Female</b>	29	29	100.00	0.00	58.62
<b>Male</b>	44	43	97.73	2.27	37.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	49	49	100.00	0.00	38.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	15	15	100.00	0.00	60.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	19	19	100.00	0.00	26.32
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	14	14	100.00	0.00	35.71
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	73	72	98.63	1.37	47.22
<b>Female</b>	29	29	100.00	0.00	58.62
<b>Male</b>	44	43	97.73	2.27	39.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	49	49	100.00	0.00	42.86
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	15	15	100.00	0.00	60.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	19	19	100.00	0.00	15.79
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	14	14	100.00	0.00	42.86
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	27.27	NT	38.46	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	22	22	100	0	27.27
<b>Female</b>	--	--	--	--	--
<b>Male</b>	15	15	100	0	33.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	19	19	100	0	21.05
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	N/A	N/A	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

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 the President of Paradise Parents Club, at (209) 524-0184.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	115	115	2	1.7
Female	52	52	1	1.9
Male	63	63	1	1.6
American Indian or Alaska Native	1	1	0	0.0
Asian	6	6	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	75	75	2	2.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	14	14	0	0.0
English Learners	30	30	1	3.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	55	55	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	5	5	0	0.0

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.00	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.87	0.00	0.50	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.87	0.00
Female	0.00	0.00
Male	1.59	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.14	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2022-23 School Safety Plan

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 October, November and December 2022. The CSSP key elements include Earthquake preparation, Fire Emergency, Lock Down Procedures, and site evacuation.

### D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1		
1	13	1		
2	11	1		
3	13	1		
4	14	1		
5	7	1		
6	13	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1		
1	15	1		
2	11	1		
3	12	1		
4	15	1		
5	14	1		
6	10	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1		
1	7	1		
2	14	1		
3	11	1		
4	12	1		
5	13	1		
6	14	1		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,505	\$3,614	\$8,891	\$61,107
District	N/A	N/A	\$8,891	\$61,107
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	29.7	-19.2

## 2021-22 Types of Services Funded

Paradise Charter 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$42,450	\$46,844
<b>Mid-Range Teacher Salary</b>	\$60,721	\$73,398
<b>Highest Teacher Salary</b>	\$87,938	\$93,345
<b>Average Principal Salary (Elementary)</b>		\$116,457
<b>Average Principal Salary (Middle)</b>		\$122,115
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$120,000	\$136,296
<b>Percent of Budget for Teacher Salaries</b>	26%	30%
<b>Percent of Budget for Administrative Salaries</b>	8%	6%

## Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	12	12