

Paradise Charter School

PARADISE ELEMENTARY SCHOOL DISTRICT



2009-10 School Accountability Report Card • Published During the 2010-11 School Year



GRADES K-8

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Heath Thomason
Superintendent/Principal

Principal's Message

Paradise Charter School is an innovative approach to K-8 education in Modesto, California. Using the "school within a school" model, the goal is to create a quality, site-based school of choice, which will stress character development, leadership, technology, citizenship, honor and educational excellence. The vision statement for this unique school is "Success Through Character, Honor & Educational Excellence."

Paradise Charter School provides an ideal environment for students to reach their highest academic potential. The school's primary focus is on meeting the state standards. The learning philosophy is grounded in the belief that all students can learn and all students will learn. This philosophy is rooted in the research findings of effective school design. The vision is that students will be motivated in a learning environment rich with active and engaging curriculum, relevant to the students and their lives. The objective is to enable students to become self-motivated, competent and lifelong learners.

Our belief is that preparing students for the real world is critical to lifelong success. The core belief is that all students can be successful if learning institutions:

- Define what students need to know and are able to do.
- Provide a set of linked, relevant learning experiences that allow students to show what they know.
- Give students the time and attention they need to be successful.

Paradise Charter School also provides an after school program that assists students with homework, tutoring help, guitar and string instruction, dance lessons, gardening, and even cooking!

Our vision is to provide a safe and orderly place for students to thrive and grow academically and socially.

Parental Involvement

Parents and the community members are very supportive of the educational programs at Paradise Charter 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, a board member of the Governing Board of the Charter School or can serve as a member of the Site Council. The Parent's Club at Paradise Charter School is an integral part of the school. This group of parents creates a financial surplus from their fundraisers to help with outdoor education, fieldtrips, and other needs all related to the students at Paradise Charter. This organization is a great support in many ways to the school and the students. The school always welcomes parents and community members to volunteer in the classroom, get involved with the many group activities offered and /or assist with field trips.

Relationships with the community and school are strong. Along with the deep support from the community, parents, friends, and families of the students, Paradise Charter School also receives support from Stanislaus County Department of Education and our local community businesses such as McDonald's (Family Night with proceeds awarded to the school) and Taco Bell, who over the last five years has provided a free lunch to our Honor Roll Students every trimester.

For more information on how to become involved, contact Kristina Blom at (209) 524-0184.

"The vision statement for this unique school is 'Success Through Character, Honor & Educational Excellence'."



Paradise Elementary School District's Mission

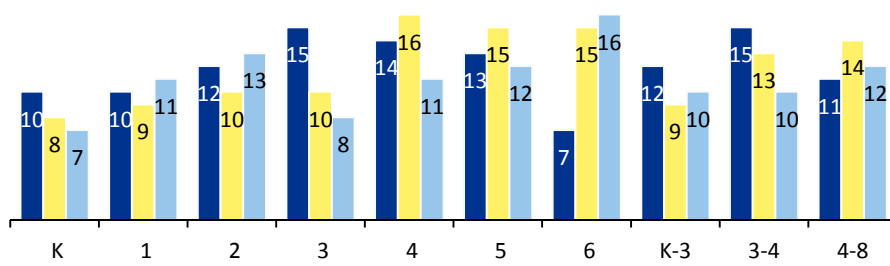
Our school district's mission is to provide a solid, well-rounded education that will help each and every one of our students reach her or his potential, as a student and, ultimately, as a productive member of our community.



Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

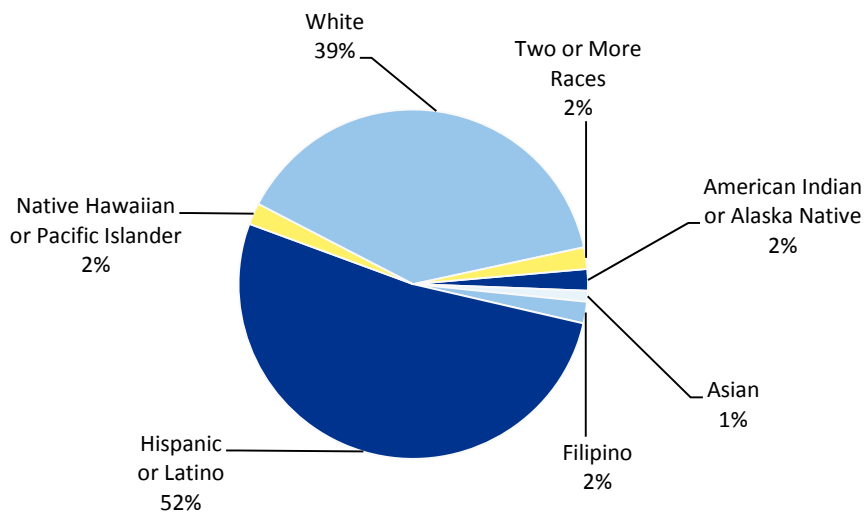


Class Size Distribution — Number of Classrooms By Size

| Grade | 07-08 | | | 08-09 | | | 09-10 | | |
|-------|-------|-------|-----|-------|-------|-----|-------|-------|-----|
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | 1 | | | 1 | | | 1 | | |
| 1 | 1 | | | 1 | | | 1 | | |
| 2 | 1 | | | 1 | | | 1 | | |
| 3 | 1 | | | 1 | | | 1 | | |
| 4 | 1 | | | 1 | | | 1 | | |
| 5 | 1 | | | 1 | | | 1 | | |
| 6 | 1 | | | 1 | | | 1 | | |
| K-3 | 1 | | | 1 | | | 1 | | |
| 3-4 | 1 | | | 1 | | | 1 | | |
| 4-8 | 1 | | | 1 | | | 1 | | |

Enrollment and Demographics

The total enrollment at the school was 100 students for the 2009-10 school year.



School Safety

Safety of the students and staff is a primary concern of the Paradise Charter School. The charter school will comply with all state regulations related to health and safety of pupils and staff and will adopt and implement all Health & Safety Policies and Procedures and all Risk Management Policies and Procedures of the Paradise Elementary School District. These policies will be approved by the school's insurance carriers and will include a Safety Plan that will be shared with students, staff, and parents. Other policies and procedures will be incorporated from Paradise Elementary School District as appropriate and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

Key elements of 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 Charter School maintains a "closed campus" policy. Students may not leave the 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 time.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in November 2010.

Textbooks and 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 student academic standards. All texts meet California Standards. Paradise Charter meets or exceeds the state requirements to update textbooks by the required dates. Teachers and administrators meet to discuss the textbooks that are available for each subject. The staff determines which text best fits the needs of our students. The most current adoption was the 2010-2011 adoption of language arts textbooks. The publisher Houghton Mifflin was selected again for the primary grades and the upper grade classes chose the Pearson Prentice-Hall book. The 2008-2009 Mathematics adoption was Houghton Mifflin for grades K-5 and Holt for grades 6-8. MacMillan/McGraw-Hill is currently our K-5 Science program and Prentice-Hall California Science is used for grades 6-8. The primary grades are using Reflections: California Series by Harcourt for Social Studies and the upper grades are using California Middle School Social Studies by McDougal Littell. The teachers also supplement the writing instruction with the program Step Up to Writing.

Paradise Charter School has sufficient numbers of textbooks and all are of good quality. All students are given individual standard aligned textbooks and instructional materials in the core subjects for use in the classroom and/or at home.

Textbooks and Instructional Materials List

| Subject | Textbook | Adopted |
|------------------------|--|---------|
| English-Language Arts | Houghton Mifflin Reading – Houghton Mifflin | 2010 |
| English-Language Arts | Pearson Literature – Pearson Prentice-Hall | 2010 |
| Mathematics | Houghton Mifflin Mathematics – Houghton Mifflin | 2008 |
| Mathematics | Holt Mathematics - Holt | 2008 |
| Science | MacMillan/Mc-Graw-Hill California –Science | 2008 |
| Science | Prentice-Hall California Science | 2008 |
| History-Social Science | Reflections: California Series – Harcourt | 2007 |
| History-Social Science | California Middle School Social Studies (McDougal-Littell) | 2007 |

Note: This data was most recently collected and verified in June 2010.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Suspensions and Expulsions

Suspension and Expulsion Rates

| | Paradise Charter | | | Paradise ESD | | |
|-----------------|------------------|-------|-------|--------------|-------|-------|
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| Suspension Rate | 0.000 | 0.000 | 0.000 | 0.017 | 0.017 | 0.017 |
| Expulsion Rate | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Paradise Charter

| Subject | Percent Lacking |
|----------------------------|-----------------|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Visual and Performing Arts | ◇ |
| Foreign Language | ◇ |
| Health | ◇ |
| ◇ Not applicable. | |



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

| School Facility Good Repair Status | | | |
|---|---------------|---------------------|---------------|
| Items Inspected | Repair Status | Items Inspected | Repair Status |
| Systems | Good | Restrooms/Fountains | Fair |
| Interior | Good | Safety | Good |
| Cleanliness | Fair | Structural | Good |
| Electrical | Good | External | Good |
| Overall Summary of Facility Conditions | | | Good |
| Date of the Most Recent School Site Inspection | | | 03/28/2011 |
| Date of the Most Recent Completion of the Inspection Form | | | 03/28/2011 |

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item’s repair status, all deficiencies are listed.

| Deficiencies and Repairs | |
|--------------------------|---|
| Items Inspected | Deficiencies, Action Taken or Planned, and Date of Action |
| Interior | Repair on stained panel in room 9B <i>(To be completed in the Summer of 2011)</i> |
| Cleanliness | Monitor janitor’s cleaning schedule <i>(Daily)</i> |
| Restrooms/Fountains | Clean and repair any fountains or restrooms as needed <i>(Daily)</i> |

School Facilities

The campus of Paradise Charter School was originally constructed in 1969 and is currently comprised of nine classrooms (including 3 portables), a staff room, a library, three playgrounds, and the main office. In 2005 construction of a gymnasium/multipurpose room was completed. Paradise Elementary School District has just completed a total remodel of the main classroom building and added a new portable classroom.

Continued on sidebar

School Facilities

Continued from left

The modernization to the school included the addition of permanent walls to the classroom building and an addition of a library with shelves and a built in counter. New paint and carpet were added in every classroom. The front office received new lighting and a desk and counter top to accommodate a computer and printer.

The school is staffed by a day custodian who works full time and a part time custodian who cleans the classrooms every evening. The cleaning process is determined by the head custodian and the Superintendent/Principal on a daily basis to ensure a clean and safe campus. The night custodian is responsible for locking up the campus in the evening and the head custodian opens the gates in the morning for the students to come on campus. The students are locked on campus throughout the day and visitors are asked to check in through the front office.

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 2010-11 school year, the District budgeted \$90,000 in revenue and \$9,000 in expenditures for the Deferred Maintenance Program. This represents 0.5% of the District's general fund budget.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

| | Paradise Charter | | | Paradise ESD | | | California | | |
|------------------------|------------------|-------|-------|--------------|-------|-------|------------|-------|-------|
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| English-Language Arts | 45% | 47% | 63% | 44% | 48% | 61% | 46% | 50% | 52% |
| Mathematics | 52% | 51% | 64% | 47% | 57% | 64% | 43% | 46% | 48% |
| Science | 57% | 61% | 67% | 50% | 56% | 65% | 46% | 50% | 54% |
| History-Social Science | ❖ | 14% | ❖ | 24% | 18% | 24% | 36% | 41% | 44% |

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

| Group | Spring 2010 Results | | | |
|---|-----------------------|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the District | 61% | 64% | 65% | 24% |
| All Students at the School | 63% | 64% | 67% | ❖ |
| Male | 59% | 59% | ❖ | ❖ |
| Female | 67% | 69% | 64% | ❖ |
| Black or African American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 55% | 57% | 62% | ❖ |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 72% | 76% | ❖ | ❖ |
| Two or More Races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 54% | 60% | 57% | ❖ |
| English Learners | 28% | 61% | ❖ | ❖ |
| Students with Disabilities | ❖ | ❖ | ❖ | ❖ |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ | ❖ |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

| API Ranks — Three Year Comparison | | | |
|-----------------------------------|------|------|------|
| | 2007 | 2008 | 2009 |
| Statewide API Rank | 7 * | 4 * | 4 * |
| Similar Schools API Rank | * | * | * |

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

API Growth by Student Group

| API Growth by Student Group — Three Year Comparison | | | |
|---|-------------------|-------|-------|
| Group | Actual API Change | | |
| | 07-08 | 08-09 | 09-10 |
| All Students at the School | -61 | 9 | 67 |
| Black or African American | ■ | ■ | ■ |
| American Indian or Alaska Native | ■ | ■ | ■ |
| Asian | ■ | ■ | ■ |
| Filipino | ■ | ■ | ■ |
| Hispanic or Latino | ■ | ■ | ■ |
| Native Hawaiian or Pacific Islander | ■ | ■ | ■ |
| White | ■ | ■ | ■ |
| Two or More Races | ■ | ■ | ■ |
| Socioeconomically Disadvantaged | ■ | ■ | 113 |
| English Learners | ■ | ■ | ■ |
| Students with Disabilities | ■ | ■ | ■ |

■ Data are reported only for numerically significant groups.



API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

| API Growth by Student Group — 2010 Comparison | | | |
|---|------------------|--------------|------------|
| Group | 2010 Growth API | | |
| | Paradise Charter | Paradise ESD | California |
| All Students | 825 * | 822 | 767 |
| Black or African American | ■ | ■ | 686 |
| American Indian or Alaska Native | ■ | ■ | 728 |
| Asian | ■ | ■ | 890 |
| Filipino | ■ | ■ | 851 |
| Hispanic or Latino | 808 | 793 | 715 |
| Native Hawaiian or Pacific Islander | ■ | ■ | 753 |
| White | ■ | ■ | 838 |
| Two or More Races | ■ | ■ | 807 |
| Socioeconomically Disadvantaged | 794 | 773 | 712 |
| English Learners | ■ | ■ | 692 |
| Students with Disabilities | ■ | ■ | 580 |

* This API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Federal Intervention Program | | |
|---|------------------|--------------|
| | Paradise Charter | Paradise ESD |
| Program Improvement Status | Not In PI | Not In PI |
| First Year of Program Improvement | ◇ | ◇ |
| Year in Program Improvement | ◇ | ◇ |
| Number of Schools Identified for Program Improvement | | 0 |
| Percent of Schools Identified for Program Improvement | | 0.0% |

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

| Percentage of Students Meeting Fitness Standards | |
|--|-------|
| Grade 5 | |
| Four of Six Standards | 8.3% |
| Five of Six Standards | 8.3% |
| Six of Six Standards | 33.3% |
| Grade 7 | |
| Four of Six Standards | 45.5% |
| Five of Six Standards | 9.1% |
| Six of Six Standards | 27.3% |

Adequate Yearly Progress

| Adequate Yearly Progress Criteria | | | | |
|-----------------------------------|-----------------------|-------------|-----------------------|-------------|
| | Paradise Charter | | Paradise ESD | |
| Met Overall AYP | Yes | | Yes | |
| AYP Criteria | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | Yes | Yes |
| API | Yes | | Yes | |
| Graduation Rate | ✧ | | ✧ | |

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Academic Counselors and School Support Staff | |
|---|---------------|
| Academic Counselors | FTE and Ratio |
| Number of Academic Counselors (FTE) | 0.00 |
| Ratio of Students Per Academic Counselor | ✧ |
| Support Staff | FTE |
| Counselor (Social/Behavioral or Career Development) | 0.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.50 |
| Psychologist | As needed |
| Social Worker | 0.00 |
| Nurse | 0.25 |
| Speech/Language/Hearing Specialist | 0.25 |
| Resource Specialist (non-teaching) | 0.00 |
| Other | 0.00 |

✧ Not applicable.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Types of Services Funded

Paradise Elementary School District receives state and federal funding for the categorical, special education, and support programs: Federal NCLB, Home-to-School Transportation, School Improvement Program (SIP), Economic Impact Aid (EIA), Staff Development, Class Size Reduction K-3, Peer Assistance and Review (PAR).



Teacher Qualifications

| Teacher Credential Information | | | | |
|---|--------------|------------------|-------|-------|
| | Paradise ESD | Paradise Charter | | |
| Teachers | 09-10 | 07-08 | 08-09 | 09-10 |
| With Full Credential | 9★ | 7 | 7 | 9 |
| Without Full Credential | 0 | 2 | 2 | 0 |
| Teaching Outside Subject Area of Competence | | 0 | 0 | 0 |

★ Paradise Elementary School and Paradise Charter School share a total of nine fully credentialed teachers.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

| Teacher Misassignments and Vacant Teacher Positions | | | |
|---|------------------|-------|-------|
| | Paradise Charter | | |
| | 08-09 | 09-10 | 10-11 |
| Teacher Misassignments of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

| No Child Left Behind Compliant Teachers | | |
|---|--|---------------------------------------|
| | Percent of Classes in Core Academic Subjects | |
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| Paradise Charter | 100.0% | 0.0% |
| All Schools in District | 100.0% | 0.0% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | 100.0% | 0.0% |

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the school year. For the past three years, the district has offered three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topic for staff development during the 2009-2010 school year included: Step Up to Writing Program Instruction, Technology Practices, and the Language Arts Adoption. The focus for professional development this year has been for every teacher to evaluate the STAR test scores and diagnose what they mean to the school, the teacher, and the students and then incorporate strategies to best meet the needs of our students. We have also started a book study session after staff meetings that generate discussion on classroom strategies. Teachers are expected to share and reflect on practices that have been successful in their classrooms. We also have a leadership team that consists of teachers, administration, and instructional aides. The focus this year is to access the needs of the school and take ownership in the progress expected for a positive outcome.

All first and second year teachers throughout the district participate in the Beginning Teacher Support and Assessment (BTSA) program, a state funded, standards-based program that provides support through mentoring, training and evaluation. Staff members are also eligible to receive support from the Peer Assistance and Review (PAR) program.

District Financial Data

| District Salary Data | | |
|---|--------------|------------------------|
| Category | Paradise ESD | Similar Sized District |
| Beginning Teacher Salary | \$39,263 | \$38,905 |
| Mid-Range Teacher Salary | \$48,990 | \$56,504 |
| Highest Teacher Salary | \$66,210 | \$71,750 |
| Average Principal Salary | ⊕ | \$92,053 |
| Superintendent Salary | \$105,000 | \$111,055 |
| Teacher Salaries — Percent of Budget | 31.5% | 37.9% |
| Administrative Salaries — Percent of Budget | 7.9% | 6.8% |

⊕ The Principal and Superintendent are combined as one position for Paradise ESD.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
|--|------------------|
| | Paradise Charter |
| Total Expenditures Per Pupil | \$8,374 |
| Expenditures Per Pupil From Restricted Sources | \$2,444 |
| Expenditures Per Pupil From Unrestricted Sources | \$5,930 |
| Annual Average Teacher Salary | \$47,627 |

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | | |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Paradise Charter | \$5,930 | \$47,627 |
| Paradise ESD | \$5,767 | \$47,627 |
| California | \$5,681 | \$57,352 |
| School and District — Percent Difference | +2.7% | 0.0% |
| School and California — Percent Difference | +4.2% | -20.1% |

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

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