

Paradise Elementary 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 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 necessary for learning where all students can learn 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 Monday morning assemblies, Paradise Pride Cards, and Morning Announcements. We have a very strong afterschool program that assists students with homework, tutoring groups, guitar and string lessons, dance lessons, and even cooking classes! Paradise truly provides a place for all students to learn and grow as valuable and contributing citizens of the community.

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 the Site Council. The school always welcomes parents and community members to volunteer in the classroom and assist with field trips.

Relationships with the community are strong. Along with the deep support from the community, parents, friends, and families of the students, Paradise Elementary School also receives support from the Stanislaus County Office of Education and Taco Bell. The owner of Taco Bell has generously adopted our Honor Roll Lunch Celebration. He provides lunch for all of our Honor Roll students in grades 2nd-8th.

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

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. Topics for staff development during the recent school year included: Curriculum mapping, STAR Testing Data Review, Writing Strategies, Data Works, and Classroom instructional strategies that work. We have been guided with support by the Principal/Superintendent on a book study throughout this year. We have been sharing at staff meetings with partners and listening to the Principal/Superintendent as he has been doing his own observations during the school day. He shares, with the staff, ideas other teachers are using and asks that teachers demonstrate strategies he feels would be useful to others.

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.

"Paradise truly provides a place for all students to learn and grow as valuable and contributing citizens of the community."



Paradise Elementary School District's Mission

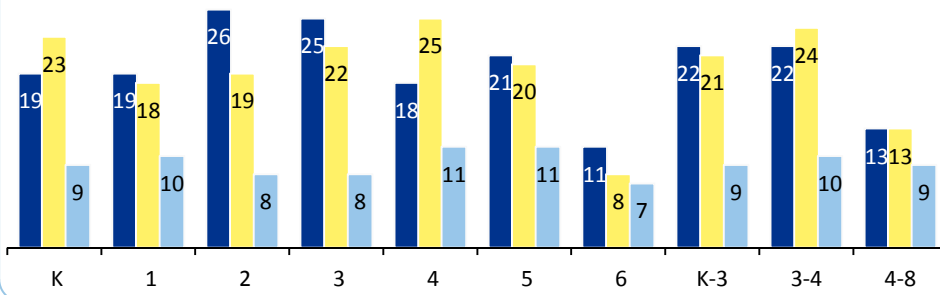
Our school district's mission is to provide a solid, well-rounded education that will help each and every one of our students reach her or his potential, as a student and, ultimately, as a productive member of our community.



Class Size

07-08 08-09 09-10

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

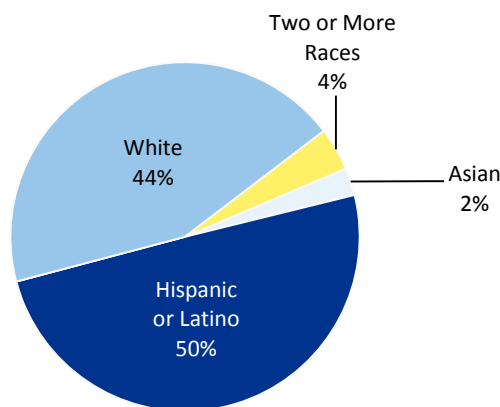


Class Size Distribution — Number of Classrooms By Size

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 78 students for the 2009-10 school year.



School Safety

Safety of the students 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, 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 School District staff members are expected to know and implement these procedures.

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 Elementary 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 March 2010.

Textbooks and Instructional Materials

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 student academic standards. All texts meet California Standards. Paradise Elementary meets or exceeds the state requirements to update textbook 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 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 Mathematics 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. We have also added this year in the middle grades Mathematics and Science in Spanish.

Paradise Elementary School has a sufficient number 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 or at home.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin Reading – Houghton Mifflin K-5	2010
English-Language Arts	Pearson Literature – Pearson Prentice Hall 6-8	2010
Mathematics	Houghton Mifflin Mathematics – Houghton Mifflin K-5	2008
Mathematics	Holt Mathematics - Holt	2008
Science	MacMillan/McGraw-Hill California Science K-5	2008
Science	Prentice Hall California Science	2008
History-Social Science	Reflections: California Series – Harcourt K-5	2007
History-Social Science	California Middle School Social Studies – McDougal-Littell	2007

Note: This data was most recently collected and verified in March 2011.

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 ES			Paradise ESD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.041	0.041	0.039	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 ES	
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
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **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	Ceiling Panel in 9B stained – replacement panel needed <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 Elementary 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.

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School Facilities

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The general condition of the school is satisfactory. 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 late in the afternoon into the evening hours. The district feels very safe by providing students with a campus that is closed at all times during school hours. After students are released from school, our afterschool staff locks up the campus again only allowing parents one entry in to pick up their children.

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.



“Paradise Elementary School provides a safe, nurturing environment necessary for learning where all students can learn and succeed.”

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 ES			Paradise ESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	43%	50%	58%	44%	48%	61%	46%	50%	52%
Mathematics	41%	66%	64%	47%	57%	64%	43%	46%	48%
Science	41%	❖	63%	50%	56%	65%	46%	50%	54%
History-Social Science	❖	❖	❖	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	58%	64%	63%	❖
Male	63%	59%	❖	❖
Female	55%	69%	62%	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	43%	53%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	77%	77%	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	42%	51%	45%	❖
English Learners	19%	44%	❖	❖
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 *	5 *	6 *
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	-39	29	24
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	■	■	■
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 ES	Paradise ESD	California
All Students	819 *	822	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	793	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	■	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	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 ES	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.

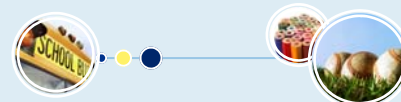
California Physical Fitness Test

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. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for the seventh graders of Paradise Elementary School. 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	27.3%
Five of Six Standards	36.4%
Six of Six Standards	27.3%



Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Paradise ES		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

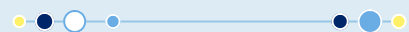
The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

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/.



“We have a very strong afterschool program that assists students with homework, tutoring groups, guitar and string lessons, dance lessons, and even cooking classes!”



Teacher Qualifications

Teacher Credential Information				
	Paradise ESD	Paradise ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	9★	7	8	9
Without Full Credential	0	2	1	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 ES		
	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 ES	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/>.



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).



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 ES
Total Expenditures Per Pupil	\$8,144
Expenditures Per Pupil From Restricted Sources	\$2,377
Expenditures Per Pupil From Unrestricted Sources	\$5,767
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 ES	\$5,767	\$47,627
Paradise ESD	\$5,767	\$47,627
California	\$5,681	\$57,352
School and District — Percent Difference	0.0%	0.0%
School and California — Percent Difference	+1.5%	-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.

All data accurate as of February 2011.

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