

Paradise Elementary and Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

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

Entity	Contact Information
District Name	Paradise Elementary and Charter School
Phone Number	(209) 524-0184
Superintendent	Heath Thomason
Email Address	kspeckman@paradiseesd.org
Website	http://www.paradiseesd.org/

School Description and Mission Statement (School Year 2019-20)

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, and 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, band, dance, gardening and cooking. Our vision is to provide a safe and orderly place for students to thrive and grow academically and socially.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	13
Grade 1	11
Grade 2	14
Grade 3	14
Grade 4	8
Grade 5	13
Grade 6	10
Grade 7	14
Grade 8	14
Total Enrollment	111

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.7
Asian	4.5
Hispanic or Latino	73.9
White	18.9
Socioeconomically Disadvantaged	64.9
English Learners	34.2
Students with Disabilities	6.3
Homeless	1.8

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	10	10	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: March 2017

Paradise Charter 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 State Standards. Paradise Charter 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 2016-17 adoption of language arts and math textbooks. In Language Arts the publisher McGraw Hill was selected for grades K-6 and the upper grades selected Houghton Mifflin. The 2016-17 mathematics adoption was Houghton Mifflin for grades K-6 and Eureka 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, and computer based writing tool PEG Writing. We have also added Mathematics in Spanish and Science in Spanish for our upper grades. Paradise Charter 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. Paradise Charter will be looking to adopt Social Studies and Science in the upcoming year, and is currently piloting Houghton Mifflin.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school's inception was in 1868, and has seen many remodels over the years. The school is in good condition, the environment is safe and adequate for student learning. We have created safer playing environments both inside and outside. In July of 2011 we added a sport court to our gymnasium to replace VCT tile, and have brought in bark to outside facilities to create a safer playing environment. Most recently we have shaved raised concrete areas that could be a safety issue. We removed a tree that was beginning to fall down on windy days. We painted the entire facility, refurbished the portable buildings, and replaced carpet in the main building. We look at making continual improvements to our facility as funds become available.

School Facility Good Repair Status (Most Recent Year)

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

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

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	66	58	70	63	50	50
Mathematics (grades 3-8 and 11)	59	63	63	64	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	72	100.00	0.00	58.33
Male	36	36	100.00	0.00	38.89
Female	36	36	100.00	0.00	77.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	50	50	100.00	0.00	52.00
Native Hawaiian or Pacific Islander					
White	18	18	100.00	0.00	72.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	48	48	100.00	0.00	50.00
English Learners	29	29	100.00	0.00	37.93
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	72	100.00	0.00	62.50
Male	36	36	100.00	0.00	55.56
Female	36	36	100.00	0.00	69.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	50	50	100.00	0.00	58.00
Native Hawaiian or Pacific Islander					
White	18	18	100.00	0.00	72.22
Two or More Races					
Socioeconomically Disadvantaged	48	48	100.00	0.00	58.33
English Learners	29	29	100.00	0.00	51.72
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.0	31.2	43.8
7	7.1	28.6	64.3

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Our parents and community are very supportive of our educational programs at Paradise Charter School. Parents interested in leadership and/or the overall health and welfare of the school are able to participate by becoming members of the Parents Club, or the School Site Council. The school always welcomes parent volunteers for both the classroom and field trips.

Relationships with our community are strong. Along with the deep support from our community, parents, friends and families, Paradise Charter School also receives support from the Stanislaus County Office of Education, McDonalds, Taco Bell, and KFC. The manager at McDonalds gives us two evenings a year to raise money for our programs, and the owner of Taco Bell has adopted student of the month lunch, and KFC provides free lunch for honor roll students. KFC provides lunch for all of our honor roll students from grades 3rd - 8th.

For more information about how to get involved contact Karen Speckman, Secretary, School Site Council, at (209) 524-0184 or Patty Furtado, President, Parent Club, (209)524-0184.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.9	0.0	1.0	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school safety plan is looked at regularly by the School Site Council and revisions were made to the plan in Sept. of 2018. Each year the safety plan is discussed with teachers and students and preparations are made for our school safety weeks in October and January. We worked to create a schedule for practicing all safety procedures: Fire evacuations, earthquake drills, and lock-down procedures. We have also worked with a County Consortium to create a Hazard Mitigation Plan that has been approved by FEMA.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	15	1			8	1			13	1		
1	13	1			13	1			11	1		
2	8	1			11	1			14	1		
3	15	1			8	1			14	1		
4	12	1			14	1			8	1		
5	15	1			11	1			13	1		
6	14	1			14	1			10	1		
Other**												

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8374	\$2444	\$5930	\$63,479
District	N/A	N/A	\$5767	\$63,479
Percent Difference - School Site and District	N/A	N/A	2.8	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-23.5	-2.3

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

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

Types of Services Funded (Fiscal Year 2018-19)

Paradise Elementary School District receives State and Federal Funding for the categorical, special education, and support programs: Home-to-School Transportation, School Improvement, Economic Impact Aid, Staff Development, Peer Assistance and Review. We have intervention programs for Title I and EL using an RTI model, which leads to our Special Education program where we provide more focused and intense intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Our teachers work together to mine data and determine areas of need for professional development. We work together as a PLC to increase student achievement, in after-school workshops and conference attendance as well as individual mentoring. We constantly work towards becoming a highly effective school, with highly effective teachers. We support each other by knowing the strengths of each individual on our staff and we use that expertise to improve individual areas of weakness. Over the last several years we learned the 9 instructional strategies that have the highest impact on student achievement, and we created a systematic approach to teaching academic vocabulary and background knowledge, we have studied how the brain learns math, and how the ELL brain learns. We have studied classroom management strategies, differentiating instruction, and are currently working on the implementation of Common Core Standards, and the creation of Social Studies and Science curriculum. Our latest book study was Breaking Night, a story also known as Homeless to Harvard.