

# Paradise Ridge Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	Paradise Ridge Elementary School
<b>Street</b>	6593 Pentz Road
<b>City, State, Zip</b>	Paradise, CA 95969
<b>Phone Number</b>	530-872-6415
<b>Principal</b>	John Bettencourt
<b>Email Address</b>	<a href="mailto:jbettencourt@pusdk12.org">jbettencourt@pusdk12.org</a>
<b>School Website</b>	<a href="http://pres.pusdk12.org/">http://pres.pusdk12.org/</a>
<b>Grade Span</b>	TK-6
<b>County-District-School (CDS) Code</b>	04-61531-0139329

## 2025-26 District Contact Information

<b>District Name</b>	Paradise Unified School District
<b>Phone Number</b>	530-872-6400
<b>Superintendent</b>	Betsy Amis
<b>Email Address</b>	<a href="mailto:scraft@pusdk12.org">scraft@pusdk12.org</a>
<b>District Website</b>	<a href="https://www.pusdk12.org/">https://www.pusdk12.org/</a>

## 2025-26 School Description and Mission Statement

Paradise Ridge Elementary School is a dynamic place of learning, serving families in our community, for students in Transitional Kindergarten through sixth grades. The talented staff members bring many collective years of experience to bear, and their level of commitment ensures that our students receive the best elementary education possible. The goal of the Paradise Ridge Elementary staff is to assist each student in reaching his/her maximum academic, social, physical, and emotional potential. It is important to educate the whole child. To this end, we are dedicated to helping students master the rigorous California Common Core State Standards of Education as well as the equally important life skills (qualities such as citizenship, teamwork, responsibility, and respect). We use data to drive our curriculum and instruction and to identify what each student's needs may be.

2025-26 School Description and Mission Statement

We develop relationships with children to celebrate their strengths. We also use a Positive Behavior Intervention System to encourage students to make positive choices and be productive citizens in our community. At Paradise Ridge Elementary, we believe that all students can learn. The staff at Paradise Ridge takes this responsibility seriously and will do everything within our power to help your child reach his/her potential. Intervention is provided through our blended services model. This model allows special education, Title I, and regular education teachers to collaborate and provide the best programs possible for all children. We believe that we learn as a community and through each teacher's expertise. Our teachers support this belief through collaborative efforts. Paradise Ridge Elementary teachers are experts in their fields and meet weekly to review students' successes and needs.

We value parent involvement and believe that student success can best be reached when the school is working in conjunction with parents. We look forward to working with all community members during the school year.

Our School Mission Statement: Paradise Ridge Elementary School will strive to provide a purposeful, productive, and well-balanced curriculum that meets the state standards while encouraging an appreciation for the arts and sciences. We will work in partnership with the school community to provide a safe and supportive environment in which high expectations are established. Our aim is for students to acquire the skills and knowledge necessary to become effective communicators, critical thinkers, and problem solvers who are motivated to engage in lifelong learning and empowered to achieve personal and educational goals. We will encourage our students to be compassionate, kind citizens who use their skills and knowledge in ethical ways to help make the world a better place. We will continually evaluate our curriculum, learning resources, and facilities to ensure a learning environment that supports this mission.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	37
Kindergarten	100
Grade 1	72
Grade 2	63
Grade 3	53
Grade 4	70
Grade 5	83
Grade 6	55
Total Enrollment	496

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.6
Non-Binary	0.2
American Indian or Alaska Native	0.8
Asian	0.2
Black or African American	0.2
Filipino	0.6
Hispanic or Latino	22.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.3
White	69.4
English Learners	3.6
Foster Youth	1
Homeless	2.2
Socioeconomically Disadvantaged	59.3
Students with Disabilities	16.7

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 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>	14.2	100	87.3	77.77	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	2.67	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	6.7	6.04	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	7.3	6.56	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	7.8	6.94	15831.9	5.67
<b>Total Teaching Positions</b>	14.2	100	112.3	100	279044.8	100

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.

## 2022-23 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>	14.2	82.56	87.1	73.79	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	4.7	3.99	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	5.81	12.7	10.83	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	5.81	9.1	7.79	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	5.81	4.2	3.58	14303.8	5.15
<b>Total Teaching Positions</b>	17.2	100	118	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	15.2	83.52	87.9	74.05	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	4	3.37	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	10.99	12.8	10.84	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	5.49	7.7	6.53	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	6.1	5.21	13705.8	4.91
<b>Total Teaching Positions</b>	18.2	100	118.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	1	0
<b>Misassignments</b>	0.00	0	2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	2

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1	1
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	1	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<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	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. In this regard, our primary goal is to provide instruction and materials that are aligned to the California State Common Core Standards. The district textbook review and approval process consider instructional materials that have been approved by the State Board of Education (SBE) for textbook adoption. Students have access to a wide variety of instructional materials including texts, workbooks, math and science equipment, reference resources, library, and audiovisual materials. The school library and other technology resources provide students and staff with additional tools for learning and accessing information. Annually the district surveys availability and adequacy of textbooks and science laboratory materials. Sufficient standards-aligned core textbooks are provided for each student on a one-to-one basis. Adequate materials support English language learners. District-adopted materials are consistent with state requirements. In addition, various supplemental programs are utilized in classrooms and a number of intervention programs are used for academic support for struggling learners.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill (Wonders) ©2019 (TK-6)	0%
<b>Mathematics</b>	Bridges in Mathematics, ©2016 (grades K-5) CPM Educational Program, ©2014 (grade 6)	0%
<b>Science</b>	CA HMH Science Dimensions (TK- 5th) Amplify Science (6th-8th)	0%
<b>History-Social Science</b>	Teachers' Curriculum Institute, Social Studies Alive! (TK-6th)	0%
<b>Visual and Performing Arts</b>	Teacher-selected instructional materials that are aligned with State standards	0%

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

## School Facility Conditions and Planned Improvements

Paradise Ridge Elementary was the first campus to receive modernization, as well as a new Multi-use with administration building after the 2018 Camp fire. PRES was modernized and reconstructed (MPR/Admin) with the 2018 School Bond funds, as well as insurance proceeds. This campus is well maintained and cared for. All of the classroom buildings were stripped down to the framing and made into modern learning spaces. All of the infrastructure (power, gas, electric, sewer, water) were



## School Facility Conditions and Planned Improvements

all upgraded at that time. Three portables were moved from Pineridge Elementary, and brought up to the WUI (Wildland Urban Interface) standards. There is also fencing that encloses the campus. This school in particular is growing at a rapid pace. A 250kW generator ensures that the students and staff can function incase of a power outage.

Year and month of the most recent FIT report

12/23/2024

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> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Room E 2: Appliances need to be plugged directly into wall plugs per NFPA code, please remove from power strip (microwave, toaster oven and refrigerator).
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			A Wing Workroom: Curtains covering bookcases are not flame retardant, please remove. F Wing Storage: Overhead storage is to close to the ceiling, must maintain 24" between storage and ceiling. Please remove items to maintain 24" of clearance.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playgrounds: Tk-K poured in place surfacing is showing signs of age, there are some holes in the surface and undulations from tree roots. Room P-2: Room P-2 was added last summer for the beginning of the school year. Door does not latch unless pulled shut, contractor notified. Room P-3: Room P-3 was added last summer for the beginning of the school year. Door is sticking open when closing. Contractor notified.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	40	33	37	47	48
Mathematics (grades 3-8 and 11)	43	39	28	32	35	37

2024-25 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

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	275	273	99.27	0.73	40.29
Female	144	142	98.61	1.39	44.37
Male	130	130	100.00	0.00	36.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	57	56	98.25	1.75	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	50.00
White	186	185	99.46	0.54	40.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	187	185	98.93	1.07	36.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	12.96

### 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	275	272	98.91	1.09	38.97
Female	144	142	98.61	1.39	37.32
Male	130	129	99.23	0.77	41.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	57	56	98.25	1.75	30.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	42.86
White	186	185	99.46	0.54	41.62
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	187	184	98.40	1.60	33.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	11.11

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	36.07	44.05	20.22	33.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	84	97.67	2.33	44.05
Female	44	42	95.45	4.55	47.62
Male	42	42	100.00	0.00	40.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	62	61	98.39	1.61	49.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	55	96.49	3.51	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	15.79

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	98.88	98.8	98.8	98.8

C. Engagement	<b>State Priority: Parental Involvement</b>  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.
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<b>2025-26 Opportunities for Parental Involvement</b>
<p>Parents are an invaluable part of any educational partnership and we welcome and encourage parent involvement on many different levels. Parents may play an active role in school decision-making through their participation in our School Site Council or participate in the PRES PTO (Paradise Ridge Elementary Parent Teacher Organization) to support the educational experience for kids. One of the responsibilities of the School Site Council is to implement the School Site Strategic Plan. It conducts an annual review of the plan and develops, recommends and approves or disapproves any modifications or improvements necessary to reflect changing improvement needs and priorities. The Site Council organization develops and makes recommendations about the Title I budget. Disbursement of funds is done following a written or oral presentation request. This council will also carry out all other duties and responsibilities assigned to it in the California Education Code.</p> <p>The Paradise Ridge Elementary PTO is a parent volunteer organization. All parents, family, members and/or legal guardians of students who attend Paradise Ridge Elementary School and all current faculty and staff of Paradise Ridge Elementary School are members of the organization. The primary function of the PTO is to enhance and support the educational experience of our children, develop a closer connection between school and home by encouraging parent involvement, and to improve the culture at Paradise Ridge through volunteer and fundraising support. Such efforts may include but are not limited to fundraising, classroom support, social functions, teacher support, and other volunteer efforts.</p>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	552	536	110	20.5
Female	277	269	54	20.1
Male	274	266	55	20.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	121	116	23	19.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	34	12	35.3
White	376	367	68	18.5
English Learners	23	23	4	17.4
Foster Youth	--	--	--	--
Homeless	12	12	3	25.0
Socioeconomically Disadvantaged	372	363	86	23.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	111	36	32.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.35	7.85	5.62	7.29	6.79	6.41	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.2	0	0	0.04	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.62	0.00
Female	2.89	0.00
Male	8.39	0.00
Non-Binary	0.00	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	4.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.56	0.00
White	6.38	0.00
English Learners	4.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.18	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.48	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Our school safety plan exists to ensure the health and safety of all students and staff members all year long. The plan is reviewed annually by all staff and presented to our Site Council and school board each year for approval. Students are supervised by an adult staff member before, during and after school. Supervision is provided on the playground one-half hour before school begins and in our loading areas for 20 minutes after school. Adult crossing guards or yard duties assist each child being picked up or dropped off safely to and from their vehicles. Students are taught school safety practices and drills are held on a regular basis to emphasize safety in the event of an emergency. Fire, earthquake, and lockdown drills are practiced according to the California Ed Code.

## 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.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24	2	0	1
1	22	1	1	0
2	23	0	2	0
3	26	0	2	0
4	27	0	2	0
5	29	0	2	0
6	24	0	12	0
Other	14	2	0	0

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	1	2	0
1	28	0	2	0
2	25	0	2	0
3	28	0	2	0
4	31	0	2	0
5	31	0	2	0
6	24	0	12	0
Other	14	2	0	0

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	18.5	2	0	0
K	21	1	2	
1	24		3	
2	21	1	2	
3	20	2		
4	31		2	
5	28		3	
6	28		12	
Other	23		1	

### 2024-25 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	1115

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.4

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	12509	4277	8231	77106
District	N/A	N/A	8392	\$86,717
Percent Difference - School Site and District	N/A	N/A	-1.9	1.0
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-26.7	-2.0

## Fiscal Year 2024-25 Types of Services Funded

Paradise Ridge Elementary provides Common Core State Standards curriculum-based instruction in all core subjects. It also offers Title I and special education services. Additional support is provided for students, not on grade level with core subjects. LCAP funding supports EL students, homeless students, and foster youth students with extra aide time, additional intervention for academics, and educational technology. Federal funds are also received for the continuous improvement of the school.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,626	\$57,978
Mid-Range Teacher Salary	\$76,423	\$89,612
Highest Teacher Salary	\$114,125	\$117,194
Average Principal Salary (Elementary)	\$143,000	\$143,632
Average Principal Salary (Middle)	\$127,713	\$149,447
Average Principal Salary (High)	\$130,075	\$162,334
Superintendent Salary	\$207,133	\$234,076
Percent of Budget for Teacher Salaries	28%	27.81%
Percent of Budget for Administrative Salaries	5.61%	5.47%

Professional Development

Professional development opportunities are available through Paradise Unified School District, Butte County Office of Education, and other professional providers.

The content consists of a variety of subject matter including, but not limited to:

- Professional Learning Communities
- \* STEAM (science, technology, engineering, arts, and mathematics)
- \* Bridges Math
- \* Mindfulness
- \* i-Ready
  - Trauma-Informed Classrooms
  - RULER
  - Up-to-date Google and technology training (Specifically View Sonic)
  - High Leverage Instructional Strategies
  - Addressing the needs of our students with special needs
  - Increasing classroom student engagement and achievement
  - PBIS (Positive Behavior Intervention in Schools)
- \* Wonders ELA Curriculum
- \* Reciprocal Reading
- \* Equity Training
- \* Writing Revolution (expository writing)

Opportunities include afterschool classes and workshops, book studies, and one release day per year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2