

# Paradise Charter Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2018-19)**

| <b>School Contact Information</b> |                                      |
|-----------------------------------|--------------------------------------|
| <b>School Name</b>                | Paradise Charter Middle School       |
| <b>Street</b>                     | 6473 Clark Road/2847 Notre Dame Blvd |
| <b>City, State, Zip</b>           | Paradise, CA 95969/Chico CA 95928    |
| <b>Phone Number</b>               | 530.872.7277                         |
| <b>Principal</b>                  | Chris Reid                           |
| <b>E-mail Address</b>             | creid@pcms.tv                        |
| <b>Web Site</b>                   | www.pcmsbulldogs.org                 |
| <b>CDS Code</b>                   | 04-61531-6112999                     |

| <b>District Contact Information</b> |                                |
|-------------------------------------|--------------------------------|
| <b>District Name</b>                | Paradise Charter Middle School |
| <b>Phone Number</b>                 | 530.872.7277                   |
| <b>Superintendent</b>               | Chris Reid                     |
| <b>E-mail Address</b>               | creid@pcms.tv                  |
| <b>Web Site</b>                     | www.pcmsbulldogs.org           |

### **School Description and Mission Statement (School Year 2018-19)**

We believe our role is to assist the parent in the educational process. It is only through an effective partnership among parents, teachers and students, along with a solid basic skills foundation, that high academic standards can be attained. Our goal is to prepare each student for high school and college by developing critical thinking and enhanced interpersonal skills.

In the spring of 2015 the Paradise Unified School District Governing Board renewed the PCMS charter for another five-year cycle. Paradise Charter Middle School is a public charter school with a total enrollment of 156 students in grades 6th, 7th, and 8th. The student population is drawn from a cross section of children from around the Paradise and Magalia area with a few students coming from Chico, a larger community nearby. Due to the number of students desiring to attend the school, a lottery is required each spring to form the incoming 6th grade class. The lottery is open to all students in the local area. PCMS is entering year 24 of operation as a charter school serving middle school students. PCMS is a parent involvement charter that endeavors to partner with parents and students to form a cohesive learning community. This small, supportive environment focuses on nurturing all students by creating a challenging and engaging course of study along with a Virtues Education program.

### **Student Enrollment by Grade Level (School Year 2017-18)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 6</b>          | 54                        |
| <b>Grade 7</b>          | 52                        |
| <b>Grade 8</b>          | 52                        |
| <b>Total Enrollment</b> | 158                       |

### **Student Enrollment by Group (School Year 2017-18)**

| <b>Student Group</b>                       | <b>Percent of Total Enrollment</b> |
|--|------------------------------------|
| <b>Black or African American</b>           | 0.6                                |
| <b>American Indian or Alaska Native</b>    | 0.6                                |
| <b>Asian</b>                               | 0.0                                |
| <b>Filipino</b>                            | 0.0                                |
| <b>Hispanic or Latino</b>                  | 8.9                                |
| <b>Native Hawaiian or Pacific Islander</b> | 0.0                                |
| <b>White</b>                               | 86.7                               |
| <b>Socioeconomically Disadvantaged</b>     | 28.5                               |
| <b>English Learners</b>                    | 0.0                                |
| <b>Students with Disabilities</b>          | 8.2                                |
| <b>Foster Youth</b>                        | 0.6                                |

## 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  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential   | 7       | 7       | 7       |          |
| Without Full Credential  | 0       | 0       | 0       |          |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       |          |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| 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 2018-19)

Year and month in which data were collected: January 2019

| Subject                | Textbooks and Instructional Materials/<br>Year of Adoption | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------|--|----------------------------------|---|
| Reading/Language Arts  | From State approved list                                   | Yes                              | 0%  |
| Mathematics            | CPM & Open Up Resources Illustrative Mathematics           | Yes                              | 0%  |
| Science                | Glencoe  | Yes                              | 0%  |
| History-Social Science | Prentice Hall  | Yes                              | 0%  |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our school is located behind a large church from which we lease land. On this land we have three portable classrooms and three permanent buildings. Two permanent buildings contain 3 classrooms, a front office and an administrative office. The final permanent building has restrooms for students.

Our lease agreement gives us access to the church's gym, which is used for physical education, after school team practice and drama productions.

All classrooms, restrooms, and office spaces are cleaned Monday through Thursday. A team of students with the support of a parent supervisor handles the daily cleaning duties.

In the spring of 2011 the school began work on developing a one acre field, with permission from the church. The field was completed in the fall of 2011, creating a grass play area and track for the students to utilize for P.E. and recess.

In the summer of 2011 work was also started on building two additional classrooms and a restroom facility for our students. The building project was completed in the summer of 2012.

In the spring of 2017 we had a fire in our Administration Building. We were very fortunate not to lose anything other than the the building itself. Our new Administration Building is lovely and was completed just in time for the new school year in August of 2017.

Nov. 8, 2018 the town of Paradise was devastated by the Camp Fire. PCMS buildings were preserved other than the field irrigation shed. A professional cleaning company has completed work to clean and prepare the campus for occupancy. Currently the school is meeting at a Chico location sharing facilities with CORE BUTTE CHARTER.

Parent work days are scheduled throughout the year. This allows families of PCMS to work together in the upkeep and improvement of the school grounds. Some of the tasks accomplished during work days include: pruning of trees, interior and exterior painting, thorough cleaning of classrooms, locker repair, power washing campus grounds, and needed maintenance and repair work.

Parent volunteers also do general maintenance. Skilled contractors, often parent volunteers, handle more involved projects.

**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

| <b>School Facility Good Repair Status (Most Recent Year)</b>        |                      |  |
|---|----------------------|--|
| <b>Year and month of the most recent FIT report: September 2018</b> |                      |  |
| <b>System Inspected</b>   | <b>Repair Status</b> | <b>Repair Needed and Action Taken or Planned</b>   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                   | Good                 | Natural gas at this site-Charter school.   |
| <b>Interior:</b> Interior Surfaces                                  | Good                 | Wall surfaces and classrooms are painted and repairs done continuously by charter school staff.              |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation    | Good                 | Charter school appears to be clean and pest free.  |
| <b>Electrical:</b> Electrical                                       | Good                 | Exit and emergency lighting is checked regularly and noted monthly.<br>All other electrical is satisfactory. |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains              | Good                 | Repairs are done by charter school staff or local contractors.   |

| School Facility Good Repair Status (Most Recent Year)                   |               |   |
|---|---------------|---|
| Year and month of the most recent FIT report: September 2018            |               |   |
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned                                 |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good          | Fire extinguishers checked (charter school)                               |
| <b>Structural:</b> Structural Damage, Roofs                             | Good          | Repairs done by charter school staff.                                     |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | Repairs done by charter school staff or volunteers. Found in good repair. |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: September 2018 |           |
|--|-----------|
| Overall Rating   | Exemplary |
|  |           |

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| <b>English Language Arts/Literacy<br/>(grades 3-8 and 11)</b> | 62.0  | 66.0    | 41.0     | 44.0    | 48.0    | 50.0    |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | 62.0  | 58.0    | 30.0     | 34.0    | 37.0    | 38.0    |

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 2017-18)

| Student Group       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------|------------------|---------------|----------------|-------------------------|
| <b>All Students</b> | 155              | 154           | 99.35          | 65.58                   |
| <b>Male</b>         | 71               | 70            | 98.59          | 58.57                   |

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| Female                           | 84               | 84            | 100.00         | 71.43                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Hispanic or Latino               | 13               | 13            | 100.00         | 46.15                   |
| White                            | 135              | 134           | 99.26          | 70.15                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | 42               | 42            | 100.00         | 54.76                   |
| English Learners                 | --               | --            | --             | --                      |
| Students with Disabilities       | 12               | 11            | 91.67          | 45.45                   |

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 2017-18)**

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 155              | 154           | 99.35          | 57.79                   |
| Male                             | 71               | 70            | 98.59          | 60                      |
| Female                           | 84               | 84            | 100            | 55.95                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Hispanic or Latino               | 13               | 13            | 100            | 46.15                   |
| White                            | 135              | 134           | 99.26          | 61.19                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | 42               | 42            | 100            | 52.38                   |
| English Learners                 | --               | --            | --             | --                      |
| Students with Disabilities       | 12               | 11            | 91.67          | 18.18                   |

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**

| Subject                              | Percentage of Students Meeting or Exceeding the State Standard |         |          |         |         |         |
|--------------------------------------|--|---------|----------|---------|---------|---------|
|                                      | School   |         | District |         | State   |         |
|                                      | 2016-17  | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| <b>Science (grades 5, 8, and 10)</b> | N/A  | N/A     | N/A      | N/A     | N/A     | N/A     |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

**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 2017-18)**

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 7           | 17.3  | 28.8                  | 34.6                 |

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.

**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 2018-19)**

Paradise Charter Middle School has a governing board comprised primarily of parents. Three of the five voting board members currently have students enrolled. The governing board serves the same purpose as other governing boards which oversee larger school districts. Their primary responsibilities are to set and maintain our school policies, hire and release school personnel, monitor the school's budget, mediate disputes, evaluate the administrator and ensure that the characteristics of our charter are effectively implemented.

The other parent organization is our Parent Leadership Council (PLC). The PLC has its own governing board consisting of sixteen voting members. Each voting member chairs a different committee and the committees are responsible for the day-to-day activities of our school. One of the primary functions of the PLC is to ensure parents have the opportunity to participate in Paradise Charter Middle School's environment.

## 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  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2015-16 | 2016-17 | 2017-18 | 2015-16  | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| <b>Suspensions</b> | 0.0     | 1.9     | 0.6     | 8.2      | 7.5     | 6.6     | 3.7     | 3.7     | 3.5     |
| <b>Expulsions</b>  | 0.0     | 0.0     | 0.0     | 0.4      | 0.3     | 0.3     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2018-19)

One of our most important jobs is to ensure a safe place for kids to learn. The development of our school safety plan supports this notion with specific strategies for creating a safe environment. The school safety plan is reviewed and updated each year.

Positive, appropriate student behavior is a major part of this plan. As a school, we emphasize that all of us are responsible and accountable for our actions. A clearly defined and consistently enforced set of behavior standards is in place for our students. These standards are reviewed during our daily flag ceremony, reviewed in class and printed clearly in the student contract that is given to every student at the beginning of the year. We believe that a positive learning environment fosters positive and safe behavior.

At P.C.M.S., we emphasize the partnerships we develop with our parents as well. We are fortunate to have a small school environment in which every teacher, the secretary and the administrator knows every student by name. We also stay in constant contact with families to ensure that discussions regarding school rules and appropriate behaviors are consistent at home.

Staff and parents supervise playgrounds during lunch and break periods. All full time staff is CPR/first aid trained and current.

Regularly scheduled training and drills are included during the year including fire drills, lock down drills, earthquake drills, and rumored gun on campus drills. Emergency procedures with step by step directions are posted in each classroom, the office, and staff room.

### Average Class Size and Class Size Distribution (Secondary)

| Subject               | 2015-16         |                      |       | 2016-17 |                 |                      | 2017-18 |     |                 |                      |       |     |
|-----------------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
|                       | Avg. Class Size | Number of Classrooms |       |         | Avg. Class Size | Number of Classrooms |         |     | Avg. Class Size | Number of Classrooms |       |     |
|                       |                 | 1-22                 | 23-32 | 33+     |                 | 1-22                 | 23-32   | 33+ |                 | 1-22                 | 23-32 | 33+ |
| <b>English</b>        | 26.0            |                      | 4     |         | 26.0            |                      | 4       |     | 26.0            |                      | 4     |     |
| <b>Mathematics</b>    | 27.0            |                      | 2     |         | 26.0            |                      | 2       |     | 26.0            |                      | 4     |     |
| <b>Science</b>        | 26.0            |                      | 4     |         | 26.0            |                      | 4       |     | 26.0            |                      | 4     |     |
| <b>Social Science</b> | 26.0            |                      | 6     |         | 26.0            |                      | 4       |     | 26.0            |                      | 4     |     |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



**Academic Counselors and Other Support Staff (School Year 2017-18)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 0                                | n/a   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0                                | N/A   |
| Psychologist  | 0                                | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | .2                               | N/A   |
| Speech/Language/Hearing Specialist                  | .2                               | N/A   |
| Resource Specialist (non-teaching)                  | 0                                | N/A   |
| Other   | 0                                | N/A   |

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

\*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 2016-17)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$7,168                | \$38                     | \$7,130             | \$61,429               |
| District                                     | N/A                    | N/A                      |                     | \$65,597               |
| Percent Difference: School Site and District | N/A                    | N/A                      | 34.7                | -6.6                   |
| State  | N/A                    | N/A                      | \$7,125             | \$71,392               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 0.1                 | -15.0                  |

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 2017-18)**

The school provides standards based curriculum to all students in all core subjects areas including physical education. Teachers offer after school tutorials Monday through Thursday. We also contract with Paradise Unified School District to provide special education services for our students who have qualified for support.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$38,000        | \$45,681                                     |
| Mid-Range Teacher Salary                      | \$56,064        | \$70,601                                     |
| Highest Teacher Salary                        | \$98,612        | \$89,337                                     |
| Average Principal Salary (Elementary)         | \$95,133        | \$110,053                                    |
| Average Principal Salary (Middle)             | \$97,379        | \$115,224                                    |
| Average Principal Salary (High)               | \$101,903       | \$124,876                                    |
| Superintendent Salary                         | \$163,276       | \$182,466                                    |
| Percent of Budget for Teacher Salaries        | 34.0            | 33.0   |
| Percent of Budget for Administrative Salaries | 5.0             | 6.0  |

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

### **Professional Development (Most Recent Three Years)**

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Paradise Charter Middle School staff had many opportunities for professional growth. Teachers worked collaboratively on many of our minimum day Fridays. Two teachers have earned their Masters degrees in subject area of instruction. Staff recently attended a summer technology camp. Teams of staff members also attended a math conference and a state charter school conference. Two staff members attended a national technology conference. One staff member serves as the technology and innovation mentor and regularly attends local/state/national workshops and conferences. She brings these experiences back to staff and provides training and implementation support. At weekly staff meetings, teachers regularly look at student data from reading assessments, report cards, and state testing, to help direct instruction and decision making.