

# Paradise Charter Middle 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
<b>School Name</b>	Paradise Charter Middle School
<b>Street</b>	6473 Clark Road Paradise CA 95969
<b>City, State, Zip</b>	Paradise
<b>Phone Number</b>	5308727277
<b>Principal</b>	Chris Reid
<b>Email Address</b>	creid@pcms.tv
<b>Website</b>	www.pcmsbulldogs.org
<b>County-District-School (CDS) Code</b>	04-61531-6112999

Entity	Contact Information
District Name	Paradise Charter Middle School
Phone Number	5308727277
Superintendent	Chris Reid
Email Address	creid@pcms.tv
Website	www.pcmsbulldogs.org

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

Paradise Charter Middle School endeavors to create an environment that allows students to pursue intellectual and social success. We believe that an effective partnership among parents, teachers, and students - within a culture that emphasizes character development - is the best way to provide our students the opportunity to succeed and enhance the greater community.

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 maximum enrollment of 156 students in grades 6th, 7th, and 8th. Due to the devastating Camp Fire of Nov. 8, 2018, current enrollment stands at 126 students. The current student population is drawn from the Paradise and Magalia area along with students living in Chico and other towns in Butte County. PCMS is entering year 25 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 2018-19)

Grade Level	Number of Students
Grade 6	52
Grade 7	54
Grade 8	49
Total Enrollment	155

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.9
Asian	0.6
Filipino	0.6
Hispanic or Latino	10.3
White	83.2
Two or More Races	2.6
Socioeconomically Disadvantaged	32.3
English Learners	0.6
Students with Disabilities	7.7
Homeless	

## 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	7	7	7	7
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: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	From State approved list	Yes	0%
Mathematics	CPM, Open Up Resources Illustrative Mathematics, Kahn Academy	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.

On Nov. 8, 2018 the town of Paradise was devastated by the Camp Fire. PCMS buildings were preserved other than the field irrigation shed. During the 2018/19 school year we occupied a temporary school site in Chico. During our absence, a professional cleaning company completely cleaned the campus for occupancy. Additionally, we repainted the entire campus, inside and out, and replaced all the carpeting in preparation for our August 2019 return. For the 2019/20 school year, we are back on our own campus and enjoying it.

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

**Year and month of the most recent FIT report:** September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Using well water while waiting for our Paradise Irrigation District connection to be completed by PID
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Irrigation shed destroyed in Camp Fire, replacement in progress
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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	65	44	56	50	50
Mathematics (grades 3-8 and 11)	58	61	34	48	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	140	136	97.14	2.86	65.44
Male	74	72	97.30	2.70	55.56
Female	66	64	96.97	3.03	76.56
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	62.50
Native Hawaiian or Pacific Islander					
White	116	112	96.55	3.45	66.96

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	139	135	97.12	2.88	65.93
English Learners	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	10.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	138	135	97.83	2.17	65.93

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	140	136	97.14	2.86	61.03
Male	74	72	97.30	2.70	56.94
Female	66	64	96.97	3.03	65.63
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	43.75
Native Hawaiian or Pacific Islander					
White	116	112	96.55	3.45	65.18
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	139	135	97.12	2.88	61.48
English Learners	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	138	135	97.83	2.17	61.48

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
7	15.2	32.6	34.8

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)

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. Meetings are open to the public and are held on the fourth Tuesday monthly at 6:30 pm.

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. The PLC meets monthly on the first Tuesday at 6:30 pm.

### 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	1.9	0.6	0.0	7.5	6.6	4.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.3	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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, most recently on 9/24/2019.

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 and part 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. The formal Safe School Plan is reviewed annually. This year the annual review is planned for February.

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

Subject	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 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	26		4		26		4		26		4	
Mathematics	26		2		26		4		26		4	
Science	26		4		26		4		26		4	
Social Science	26		4		26		4		26		4	

\*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.

### 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)	

\*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	\$8,016	\$66	\$7,950	\$72,212.00
District	N/A	N/A	\$7,950	\$72,212.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$7,506.64	\$72,949.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	5.7	-1.0

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 2018-19)

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 qualify for support. Butte County Office of Education began providing a fire recovery counselor to serve our school families.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$45,760	\$46,208
<b>Mid-Range Teacher Salary</b>	\$63,890	\$72,218
<b>Highest Teacher Salary</b>	\$91,211	\$92,742
<b>Average Principal Salary (Elementary)</b>	N/A	\$134,864
<b>Average Principal Salary (Middle)</b>	\$105,720	\$118,220
<b>Average Principal Salary (High)</b>	N/A	\$127,356
<b>Superintendent Salary</b>	\$105,720	\$186,823
<b>Percent of Budget for Teacher Salaries</b>	33%	33%
<b>Percent of Budget for Administrative Salaries</b>	8%	6%

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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	12	7

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 experineces back to staff and provides training and implementation support. At weekly staff meetings, teachers regularly look at student data from reading assessemets, report cards, and state testing, to help direct instruction and decision making.