

Paradise Charter Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Paradise Charter Middle School
Street	6473 Clark Road Paradise CA 95969
City, State, Zip	Paradise
Phone Number	5308727277
Principal	Beverly Landers
Email Address	blanders@pcms.tv
Website	www.pcmsbulldogs.org
County-District-School (CDS) Code	04-61531-6112999

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Paradise Charter Middle School
Phone Number	5308727277
Superintendent	Beverly Landers
Email Address	blanders@pcms.tv
Website	www.pcmsbulldogs.org

School Description and Mission Statement (School Year 2020-2021)

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 127 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 26 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 2019-2020)

Grade Level	Number of Students
Grade 6	34
Grade 7	56
Grade 8	56
Total Enrollment	146

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Filipino	0.8
Hispanic or Latino	16.4
White	78.7
Two or More Races	2.5
Socioeconomically Disadvantaged	42.6
English Learners	0.8
Students with Disabilities	8.2
Homeless	18.9

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	7	7	7	8
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

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	MidSchoolMath	Yes	0%
Science	Impact/Gizmo	Yes	0%
History-Social Science	McGraw Hill	Yes	0%
Health	Second Step		n/a

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

School Facility Conditions and Planned Improvements

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 March 16th, 2020, our campus closed again for COVID and did not re-open until October 26, 2020. In August 2020 we installed an all-school propane-powered generator due to ongoing PSPS events. In an effort to improve indoor air quality and enhance filtration abilities during COVID-19, we are installing 3 new HVAC units on our portable classrooms.

Typically, we host several parent work days to provide ongoing maintenance for the campus, but those were suspended due to COVID for the 2020-21 school year. On call skilled contractors handle more involved projects.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The school is once again connected to PID for water
Interior: Interior Surfaces	Good	

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System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Irrigation shed destroyed in Camp Fire was replaced as planned
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

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Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	34	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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. Typically, the PLC meets monthly on the first Tuesday at 6:30 pm. Due to Covid, this group has not met as our campus is closed to the public. The roles and responsibilities that this group oversees, is suspended until the guidelines/restrictions are lifted.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.0	6.6	4.1	3.5	3.5
Expulsions	0.0	0.0	0.3	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 1/26/21.

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.

When the campus is open, staff and parents supervise playgrounds during lunch and break periods. All full time and part

time staff are 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 January.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Class es* Size 1-20	2017-18 # of Class es* Size 21-32	2017-18 # of Class es* Size 33+	2018-19 Average Class Size	2018-19 # of Class es* Size 1-20	2018-19 # of Class es* Size 21-32	2018-19 # of Class es* Size 33+	2019-20 Average Class Size	2019-20 # of Class es* Size 1-20	2019-20 # of Class es* Size 21-32	2019-20 # of Class es* Size 33+
English Language Arts	26		4		26		4		22	2	2	
Mathematics	26		4		26		4		22	2	2	
Science	26		4		26		4		22	2	2	
Social Science	26		4		26		4		22	2	2	

*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,850	\$507	\$8,343	\$70,960
District	N/A	N/A		\$66,202
Percent Difference - School Site and District	N/A	N/A	0.0	6.9
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	7.4	-6.5

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

Types of Services Funded (Fiscal Year 2019-2020)

The school provides standards-based curriculum to all students in all core subjects areas including physical education. Some 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. Due to COVID, some services are delivered using remote learning tools.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,000	\$47,145

Mid-Range Teacher Salary	\$57,364	\$74,952
Highest Teacher Salary	\$98,912	\$96,092
Average Principal Salary (Elementary)	\$97,886	\$116,716
Average Principal Salary (Middle)	\$96,006	\$120,813
Average Principal Salary (High)	\$112,067	\$131,905
Superintendent Salary	\$162,400	\$192,565
Percent of Budget for Teacher Salaries	30.0	31.0

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Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	7	7

Paradise Charter Middle School staff had many opportunities for professional growth. Teachers worked collaboratively on many of our minimum day Fridays. 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. Due to COVID, our staff has had extensive COVID training.

