

Paradise Charter Middle School
2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School 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
School Website	www.pcmsbulldogs.org
County-District-School (CDS) Code	04-61531-6112999

2021-22 District Contact Information

District Name	Paradise Charter Middle School
Phone Number	530-872-7277
Superintendent	Beverly Landers
Email Address	blanders@pcms.tv
District Website Address	www.pcmsbulldogs.org

2021-22 School Overview

Paradise Charter Middle School strives 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 2020 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 145 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 28 of operation as a charter school serving middle school students. PCMS is a charter school 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. We have added an After School Program to serve students who need extended learning opportunities.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	41
Grade 7	44
Grade 8	43
Total Enrollment	128

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
Filipino	0.8
Hispanic or Latino	14.8
Two or More Races	1.6
White	82
English Learners	0.8
Foster Youth	0.8
Homeless	7
Migrant	0
Socioeconomically Disadvantaged	47.7
Students with Disabilities	6.3

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.9	75.4	98.3	80.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.6	1.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	13.2	5.2	4.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	6.2	7.3	6.0	12115.8	4.4
Unknown	0.3	5.1	10.2	8.3	18854.3	6.9
Total Teaching Positions	6.5	100.0	122.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.8

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.4
Total Out-of-Field Teachers	0.4

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

January 2022

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%
Foreign Language	NA		n/a
Health	Second Step	Yes	0%
Visual and Performing Arts	NA		n/a
Science Laboratory Equipment (grades 9-12)	NA		n/a

School Facility Conditions and Planned Improvements

Age of School Buildings

The PCMS campus is 28 years old and includes both portable classrooms and permanent buildings.

Maintenance and Repair

In July 2019, the entire campus was repainted inside and out, following the Campfire that had created smoke damage in all the buildings. In August 2020, we installed an all-school propane-powered generator due to frequent power outages. The addition of this generator has allowed us to remain open despite losing power in the community around us. In an effort to improve indoor air quality and enhance filtration abilities during COVID-19, we are installing three new HVAC units on our portable classrooms.

On December 16th, we hired an experienced maintenance man to provide an extensive inspection of the PCMS campus. He fixed two minor items, and gave us a rating of GOOD CONDITIONS regarding our facility.

Typically, we host two annual parent workdays to provide ongoing maintenance for the campus. On-call skilled contractors handle more involved projects.

Cleaning Process and Schedule: 8th grade students, under strict supervision using all-natural cleaners, are the primary source for cleanliness on the campus. This teaches life skills and promotes a sense of pride and responsibility for their school. We continue to encourage students to pick up trash, wipe down their tables, and vacuum their classrooms. Additionally, we have two part-time staff and one parent volunteer, who are responsible for the heavy-duty cleaning weekly.

We are in the process of securing funding to build a small two-person office space for our Camp Fire counselor and special ed teacher. We are also planning to construct a new student restroom facility if we can find a funding source.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			The school is once again connected to PID for water
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Irrigation shed destroyed in Camp Fire was replaced as planned

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	125	124	99.2	0.8	62.9
Female	59	58	98.31	1.69	74.14
Male	66	66	100	0	53.03
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100	0	52.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	102	101	99.02	0.98	64.36
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	18	18	100	0	66.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100	0	59.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	125	124	99.20	0.80	52.85
Female	59	58	98.31	1.69	49.12
Male	66	66	100.00	0.00	56.06
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	52.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	102	101	99.02	0.98	52.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	62.50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	51.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA

Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	42.86	N/A	21.53	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	42	97.67	2.33	42.86
Female	18	17	94.44	5.56	29.41
Male	25	25	100.00	0.00	52.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	43.75
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	41.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 5:00 pm.

The other parent organization is our Parent Leadership Council (PLC). The PLC has its own governing board consisting of a maximum of sixteen voting members. Each voting member chairs a different committee, and the committees work together to support PCMS. Their primary function is to host community building events and raise funds for the field trips that each grade participates in. Typically, the PLC meets monthly on the first Tuesday of each month either 3:30 or 5:00 pm to accommodate parents' schedules. We also sent out a family survey in let March to gather data from parents regarding the overall program/success of PCMS.

Last summer, I dedicated the month of July to meet with all the parents of PCMS. I plan to extend this offer again this June. Last summer 85% of the parents met with me. I shared the vision and got their input on our program, curriculum, staff and asked for their input on ways we could better meet the needs of their student.

If there are any questions, please contact Bev Landers, the Executive Director at 530-872-7277.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	131	129	17	13.2
Female	62	61	7	11.5
Male	69	68	10	14.7
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	19	19	2	10.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	108	106	14	13.2
English Learners	2	2	1	50.0
Foster Youth	1	1	0	0.0
Homeless	9	9	0	0.0
Socioeconomically Disadvantaged	62	62	10	16.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	9	9	1	11.1

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	4.12	1.60	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	7.38	2.45
Expulsions	0.00	0.21	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

PCMS Safety and Safety Plan Key Descriptors

One of our most important jobs is to ensure a safe place for students 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. The latest facility inspection (FIT) was on 1/21/22. We review the incident command roles and responsibilities annually and are working with the town of Paradise law enforcement and fire dept to plan a city-wide evacuation procedure in the event of a natural disaster. This is a work in progress and includes all charter schools in Paradise. This annual review is scheduled for February 4th, 2022.

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. Each year, the annual review is conducted at the January staff and board meeting.

School Climate

Positive, appropriate student behavior is a major part of this plan. As a school, we emphasize that we are all 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 PCMS, 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.

School Discipline

The staff at PCMS are veteran teachers who establish and maintain high standards of behavior for students. As a result, it is rare for a student to be suspended, and expulsions have been non-existent.

Staff supervise playgrounds during lunch and break periods. All full time and part time staff are CPR/first aid trained. Additional trainings include sexual harassment, suicide prevention, concussion prevention (PE teachers) and mandated reporting. The executive director confirms with Charter Safe all staff are current and compliant with all state mandated trainings.

Campus Cleaning

In the summer of 2021, PCMS purchased and installed new HVAC systems in four of the classrooms that also provide an air filtering system. We have maintained a high standard for cleanliness to provide a safe, functional and clean physical environment for both students and staff. We have hired a custodian to ensure the campus meets our high standards. Parent volunteers also assists with the heavier duty cleaning of bathrooms weekly.

PCMS, also instills important life skills in our students. A part of that is having a teacher supervise 8-10 8th grade students who clean the classrooms and restrooms with all-natural products Monday-Thursdays. For the second semester, we hired a part-time custodian to assist with deeper cleaning of the school, as we are still in the pandemic. We continue to encourage students to take pride in our campus and show respect by picking up trash and treating the campus and equipment with respect.

2020-21 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	NA

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$10,148	\$77	\$10,071	\$65,977
District	N/A	N/A	NA	\$71,391
Percent Difference - School Site and District	N/A	N/A	0.0	-7.9
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	17.6	-15.5

2020-21 Types of Services Funded

CCSA Butte Relief Fund Grant (CAMP Fire Recovery) – supporting families affected by the CAMP Fire
 BCOE Garden Grant and A Seat At The Table Grant – school garden fire recovery SEL program
 General Fund – administrative and facilities purchases
 LCAP Supplemental – internet, Aeries and Calpads, IT support, web filtering, testing supplies, psych services from STREAM Charter School
 Lottery, Unrestricted – instructional supplies and student facing supplies for general ed program
 PLC – ancillary purchases as approved by the PLC in support of students and staff
 COVID-19 Response Funds – COVID safety supplies
 ELO Grant – community learning hub purchases
 Learning Loss Mitigation Funds (CR) – distance learning supplies, COVID safety supplies
 Learning Loss Mitigation Funds (GEER) – distance learning supplies, COVID safety supplies
 Lottery, Restricted – classroom/library books (paper, audio, kindle)
 Project SERV – CAMP Fire facilities consulting

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,760	\$48,119
Mid-Range Teacher Salary	\$63,890	\$74,665
Highest Teacher Salary	\$91,211	\$98,160
Average Principal Salary (Elementary)	N/A	\$118,542
Average Principal Salary (Middle)	\$95,843	\$125,068
Average Principal Salary (High)	N/A	\$133,516
Superintendent Salary	\$105,720	\$194,199
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

Paradise Charter Middle School staff have contracted with Butte County Office of Education to participate in an extensive four year MTSS training. This training is self-paced and the teachers will complete on their own time over the next four years. Teachers collaborate on our minimum day every Friday. 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	2