

# Paradise Charter Middle School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

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

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

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

## 2025-26 School Contact Information

<b>School Name</b>	Paradise Charter Middle School
<b>Street</b>	6473 Clark Road
<b>City, State, Zip</b>	Paradise, CA 95969
<b>Phone Number</b>	(530) 872-7277
<b>Principal</b>	Travis Prendergast
<b>Email Address</b>	tprendergast@pcms.tv
<b>School Website</b>	www.pcmsbulldogs.org
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	04-61531-6112999

## 2025-26 District Contact Information

<b>District Name</b>	Paradise Charter Middle School
<b>Phone Number</b>	(530) 872-7277
<b>Superintendent</b>	Travis Prendergast
<b>Email Address</b>	tprendergast@pcms.tv
<b>District Website</b>	www.pcmsbulldogs.org

## 2025-26 School Description and Mission Statement

PCMS is a public charter school serving middle school students for nearly 30 years in the Paradise community. PCMS has a maximum enrollment of 156 students in grades 6th, 7th, and 8th. Due to the devastating Camp Fire of Nov. 8, 2018, current enrollment remains slightly less than capacity. The student population is drawn from Paradise, Magalia, Chico and other surrounding towns throughout Butte County. PCMS partners with parents and students to form a cohesive learning community.

Paradise Charter Middle School strives to create an environment that allows students to pursue intellectual and social success with a rigorous course of study and extended learning, as needed, in the Expanded Learning Opportunities Program. We believe that an effective partnership among parents, teachers, and students - within a culture that emphasizes character

## 2025-26 School Description and Mission Statement

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 a five-year term. Additionally, pursuant to SB/AB 130 and Education Code section 47607.4, Paradise Charter Middle School's term was extended by two years to the Spring of 2027. Due to Senate Bill 114, Paradise Charter Middle School's charter will be extended another year to June 30, 2028.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	41
Grade 7	50
Grade 8	52
<b>Total Enrollment</b>	<b>143</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
Asian	1.4
Filipino	0.7
Hispanic or Latino	12.6
Two or More Races	5.6
White	79.7
Socioeconomically Disadvantaged	51
Students with Disabilities	16.8

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.6	41.94	87.3	77.77	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	2.67	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.2	51.61	6.7	6.04	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	6.45	7.3	6.56	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	7.8	6.94	15831.9	5.67
<b>Total Teaching Positions</b>	6.2	100	112.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.2	72.22	87.1	73.79	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	4.7	3.99	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	27.78	12.7	10.83	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	9.1	7.79	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	4.2	3.58	14303.8	5.15
<b>Total Teaching Positions</b>	7.2	100	118	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4	57.14	87.9	74.05	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1	14.29	4	3.37	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	28.57	12.8	10.84	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	7.7	6.53	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	6.1	5.21	13705.8	4.91
<b>Total Teaching Positions</b>	7	100	118.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	3.20	2	2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	3.20	2	2

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.40	0	0
<b>Total Out-of-Field Teachers</b>	0.40	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	33.3	40	50
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>6th Grade Lit. Based Units: Novels: Maroo of the Winter Caves, A Single Shard, Freak the Mighty, A Long Walk to Water, various novels based on student choice for book groups. Writing Domains: vocabulary, Grammar, spelling, oral presentation, Narrative, Expository, Persuasive, Response to Literature, Summary, Comparison</p> <p>7th Grade Lit. Based Units/ Novels Novels: Walk Two Moons, The Giver, Hidden Figures Accelerated Reading (incl. Biography) Writing Domains: Narrative, Summary, Persuasive, Response to Literature, Poetry</p> <p>8th Grade Lit. Based Units Novels: Stargirl, The Outsiders, Ender's Game, Hidden Figures Accelerated Reading Writing Domains: Research-based (MLA format) Narrative, Summary, Response to Literature, Poetry</p>	0%
<b>Mathematics</b>	<p>6th Grade Amplify Desmos 6</p> <p>7th Grade Amplify Desmos 7</p> <p>8th Grade Amplify Desmos 8</p>	0%
<b>Science</b>	6th Grade	0%

	<p>Stile - Ecosystems, Scientific Method, Energy, Shady Creek Outdoor School, Cells, Body Systems</p> <p>7th Grade Stile - Scientific Method, Diversity of Life, Plant Biology, Genetics, Insects, Body System Microorganisms</p> <p>8th Grade Stile - Scientific Method, Motion/Forces, Structure of Matter/Periodic Table Solar System, Chemistry of Life, Acids &amp; Bases, Buoyancy &amp; Density</p>	
<b>History-Social Science</b>	<p>6th Grade Ancient Civilizations: Beginnings of Human Kind, Ancient Middle East, Early Religions, India, China, Greece, Rome</p> <p>7th Grade McGraw-Hill Impact Textbook World History, Rome, Medieval Societies, Islam, Reformation, Scientific Revolution</p> <p>8th Grade U.S. History (Colonial-1914) Constitution Original Sources</p>	0%
<b>Foreign Language</b>	NA	n/a
<b>Health</b>	<p>Grades 6-8 Stile and Local Partnerships</p>	0%
<b>Visual and Performing Arts</b>	NA	n/a
<b>Science Laboratory Equipment (grades 9-12)</b>	NA	n/a

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

## School Facility Conditions and Planned Improvements

### Age of School Buildings

The PCMS campus is nearly 30 years old and includes both portable classrooms and permanent buildings.

### Maintenance and Repair

In July 2019, the entire campus was repainted inside and out. In August 2020, the school installed an all-school propane-powered generator due to frequent power outages. The addition of this generator has allowed the school to remain open despite losing power in the surrounding community. In the summer of 2021, PCMS purchased and installed new HVAC/air filtering systems in four classrooms. On-call skilled contractors handle more involved projects and complete the annual facility inspection.

### Cleaning

All students support campus cleanliness using all-natural cleaners under strict staff supervision. This teaches students important life skills and promotes a sense of pride and responsibility for their school. PCMS encourages students to pick up trash, wipe down their tables, and vacuum their classrooms. Additionally, PCMS employs a part-time custodian for deep cleaning.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	53	33	37	47	48
<b>Mathematics</b> (grades 3-8 and 11)	35	41	28	32	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	145	143	98.62	1.38	53.15
Female	66	65	98.48	1.52	49.23
Male	79	78	98.73	1.27	56.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	70.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	45.45
White	114	112	98.25	1.75	50.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	58	98.31	1.69	39.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	25.00

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	145	143	98.62	1.38	40.56
<b>Female</b>	66	65	98.48	1.52	33.85
<b>Male</b>	79	78	98.73	1.27	46.15
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	17	17	100.00	0.00	58.82
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	27.27
<b>White</b>	114	112	98.25	1.75	39.29
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	59	58	98.31	1.69	29.31
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	25	24	96.00	4.00	8.33

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	23.81	51.92	20.22	33.11	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	52	100.00	0.00	51.92
Female	25	25	100.00	0.00	48.00
Male	27	27	100.00	0.00	55.56
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	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	40	100.00	0.00	52.50
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	47.62
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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	100	100

## 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.

#### 2025-26 Opportunities for Parental Involvement

Paradise Charter Middle School has a governing board comprised primarily of parents. Four of the voting board members currently have students enrolled. Their primary responsibilities are to set and maintain school policies, hire and release school personnel, monitor the school's budget, mediate disputes, evaluate the administrator and ensure that the characteristics of the charter are effectively implemented.

PCMS also facilitates a Parent Advisory Council (PAC). The PAC works together to support PCMS with community-building events and raising funds for annual grade-level field trips.

The Principal/Superintendent elicits parent/family feedback regarding overall program satisfaction, successes, and areas of identified need through an annual survey each spring. In addition, the Principal/Superintendent meets with PCMS parents each summer. During these meetings, the Principal/Superintendent shares the mission/vision of the school, answers any questions, conducts empathy interviews in response to survey data, and tries to determine how PCMS can better meet the needs of their student.

If there are any questions, please contact Travis Prendergast, Principal/Superintendent, at 530-872-7277.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	152	149	31	20.8
Female	71	69	18	26.1
Male	81	80	13	16.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	4	22.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	11	2	18.2
White	119	117	23	19.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	84	81	22	27.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	27	8	29.6

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

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.4	2	0	7.29	6.79	6.41	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	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

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

## 2025-26 School Safety Plan

### PCMS Safety Plan

One of the most important priorities at PCMS is to ensure a safe place for students to learn. The school safety plan is reviewed, updated and approved by the board annually. A facility inspection (FIT) is conducted annually in preparation for this report. The Principal/Superintendent reviews the incident command roles and responsibilities annually and works 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 that includes all Paradise schools.

Regularly scheduled training and drills are conducted during the year and include fire, lockdown, earthquake and active assailant drills. Emergency procedures with step-by-step directions are posted in each classroom, the office, and the staff room. The staff meets regularly with Butte County's Director of Emergency School Preparedness and Security.

### School Climate

Positive, appropriate student behavior is a focus at PCMS where staff emphasizes that we are all responsible and accountable for our actions. A clearly defined and consistently enforced set of behavior standards is in place for students. These standards are reviewed during the 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. PCMS staff believe that a positive learning environment fosters positive and safe behavior. PCMS emphasizes the partnerships developed with educational parents and is fortunate to have a small school environment in which staff knows every student by name. The staff remains in constant contact with families to ensure that discussions regarding school rules and appropriate behaviors are consistent at home.

### School Discipline

The majority of the staff at PCMS are veteran teachers who establish and maintain high standards of behavior for students. Historically it has been rare for a student to be suspended, and expulsions have been non-existent. Post-Camp Fire and pandemic, PCMS staff are addressing school climate and culture to mitigate a rise in suspension/chronic absenteeism.

Staff supervises playgrounds during lunch and break periods. All full-time and part-time staff are CPR/first aid trained. Additional training includes sexual harassment, suicide prevention, and mandated reporting. The Principal/Superintendent confirms with Charter Safe all staff is current and compliant with all state-mandated training.

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

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	2	2	0
Mathematics	23	2	2	0
Science	23	2	2	0
Social Science	23	2	2	0

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

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	2	2	
Mathematics	23	2	2	
Science	21	2		
Social Science	23	2	2	

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

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26		4	
Mathematics	26		4	
Science	26		4	
Social Science	26		4	

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,612	\$4,155	\$8,457	\$74,693
District	N/A	N/A	N/A	\$86,717
Percent Difference - School Site and District	N/A	N/A	0.0	-14.9
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-27.4	-21.5

## Fiscal Year 2024-25 Types of Services Funded

Paradise Charter Middle School (PCMS) receives a variety of state and local funding sources to support its educational programs and student services. In addition to standard LCFF (Local Control Funding Formula) and Supplemental grant funding, the school is awarded an ELO-P (Expanded Learning Opportunities Program) grant that supports PCMS's after-school program.

PCMS also partners with the North Valley Community Foundation to pursue targeted grants aligned to site needs, such as ISTE conference attendance, systems development, and capacity building.

Lottery funds play an important role in purchasing classroom and library resources, including textbooks, audio materials, Kindle e-books, state-adopted curriculum, and supplementary instructional materials for students across all subjects. Additionally, the Arts, Music, and Instructional Discretionary Grant provides operational support and helps fund student books and reference materials, including diverse collections that enhance cultural relevance and expand access to standards-aligned instructional materials in core subject areas. This grant also helps offset rising costs associated with state-mandated increases in certificated staff benefit contributions.

## Fiscal Year 2024-25 Types of Services Funded

PCMS also benefits from the Learning Recovery Grant, which supports after-school program salaries and benefits for tutorial services designed to help students recover and strengthen academic performance.

Federal funding: PCMS did not receive federal funding in 2024–25 (the year this report is based on). PCMS did apply for SRSA funding in 2025–26; however, this does not change the 2023–24 funding description, which reflects state and local sources only.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$53,734	\$57,978
<b>Mid-Range Teacher Salary</b>	\$72,319	\$89,612
<b>Highest Teacher Salary</b>	\$99,278	\$117,194
<b>Average Principal Salary (Elementary)</b>	N/A	\$143,632
<b>Average Principal Salary (Middle)</b>	\$101,393	\$149,447
<b>Average Principal Salary (High)</b>	N/A	\$162,334
<b>Superintendent Salary</b>	\$101,393	\$234,076
<b>Percent of Budget for Teacher Salaries</b>	29.34%	27.81%
<b>Percent of Budget for Administrative Salaries</b>	5.58%	5.47%

## Professional Development

In 2025-2026, PCMS had a staff retreat on August 5th and 6th, 2025. PCMS also had one full day of professional development on August 11th, 2025. PCMS will have another full professional development day on March 23, 2026. Additional staff professional development is conducted weekly (30 weeks) in hour and a half increments on minimum days. During these meetings, teachers regularly look at student data from reading assessments, report cards, and state testing at weekly staff meetings to help direct instruction and decision-making. PCMS has contracted for weekly professional development to address school culture and climate needs. One staff member serves as the technology and innovation mentor and state assessment coordinator and regularly attends local/state/national workshops and conferences. She brings these experiences back to staff and provides training and implementation support.

Beyond these days, Paradise Charter Middle School staff have contracted with Butte County Office of Education to participate in restorative practices and community building training. The Principal/Superintendent participates in local charter leader meetings where local leaders often receive professional development.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	34	37	37