

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School Information	
School Name	Paradise Charter Middle School
Street	6473 Clark Road
City, State, Zip	Paradise, CA 95969
Phone Number	530.872.7277
Principal	Chris Reid
E-mail Address	creid@pusdk12.org
District Information	
District Name	Paradise Unified School District
Phone Number	530.872.6400
Web Site	www.pusdk12.org
Superintendent	Steve Jennings
E-mail Address	cjohnson@pusdk12.org

School Description and Mission Statement

This section provides information about the school's goals and programs.

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

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

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

The other parent organization is our Parent Leadership Council (PLC). The PLC has its own governing board consisting of sixteen voting members. Each voting member chairs a different committee and the committees are responsible for the day-to-day activities of our school. One of the primary functions of the PLC is to encourage and to ensure all parents have the opportunity to participate in Paradise Charter Middle School's environment. The PLC does this by monitoring parent participation as it relates to our parent contracts. The parent contract asks parents to volunteer at least 24 hours per school year, attend at least four Board/PLC meetings and participate in one parent work day at our school.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	34
Grade 1	0	Grade 9	0
Grade 2	0	Grade 10	0
Grade 3	0	Grade 11	0
Grade 4	0	Grade 12	0
Grade 5	0	Ungraded Elementary	0
Grade 6	34	Ungraded Secondary	0
Grade 7	34	Total Enrollment	102

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.0	White (not Hispanic)	88.2
American Indian or Alaska Native	0.0	Multiple or No Response	8.8
Asian	0.0	Socioeconomically Disadvantaged	7.8
Filipino	0.0	English Learners	0.0
Hispanic or Latino	2.9	Students with Disabilities	2.0
Pacific Islander	0.0	---	---

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.7	6			17.0	6			17.0	6		
Mathematics	25.3	2		2	20.4	4		1	16.5	6		
Science	26.3	1	1	1	34.0			3	34.0			3
Social Science	33.0		1	3	34.0			4	34.0			4

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

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.

Positive, appropriate student behavior is a big 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 Paradise Charter Middle School, 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 Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Our small school environment allows all teachers, students and families to form a partnership to enhance student learning. We offer a "back to basics" curriculum and support our students' learning through classroom activities and after-school tutorial.

Students also have the opportunity to engage in peer tutoring during our elective program. Other electives include beginning and advanced guitar, drama, foreign language, Math Quest, photography, art, newspaper and many more.

Students have the opportunity to participate in our sports program, which includes cross-country, girls' volleyball and girls' and boys' basketball.

We promote the virtues each day during our flag ceremony and honor a student, selected by peers, as our "student of the week" for demonstrating the virtue of the week.

Suspensions and Expulsions

This table displays the number of suspension and expulsion incidents at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Suspensions	0	2	0	544	468	391
Expulsions	0	0	0	19	19	24

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Our school is located behind a large church from which we lease land. On this land we have three portable classrooms and one permanent building. The permanent building contains two classrooms, a front office and an administrative office.

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

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair	Repair Needed and Action Taken or Planned
Gas Leaks	[X]	The gas water heater in the principal's office is not elevated 18" off the floor; this condition will be corrected.
Mechanical Systems	[X]	
Windows/Doors/Gates (interior and exterior)	[X]	
Interior Surfaces (walls, floors, and ceilings)	[X]	
Hazardous Materials (interior and exterior)	[X]	
Structural Damage	[X]	
Fire Safety	[X]	
Electrical (interior and exterior)	[X]	Extension cords are used for permanent power throughout the entire site. The lighting was recently upgraded and retrofitted.
Pest/Vermin Infestation	[X]	
Drinking Fountains (inside and outside)	[X]	
Restrooms	[X]	
Sewer	[X]	
Playground/School Grounds	[X]	
Other	[X]	

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-2004	2004-2005	2005-2006	2005-2006
With Full Credential	5	5	5	280
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	---	0	0
Total Teacher Misassignments	---	0	0
Vacant Teacher Positions	---	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.0	5.0
All Schools in District	93.0	7.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	91.0	9.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Our district works diligently to provide qualified substitutes in the event a teacher should be absent. Teacher qualifications are a priority. Occasionally no one is available from the substitute pool and a teacher or administrator from the school must fill in. There are currently 85 teachers in our substitute pool with full or emergency credentials. This number has decreased from 114 in the past year; however, student population has also decreased. Recruitment for qualified substitutes is ongoing.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The district's evaluation program for all teaching staff meets Education Code requirements and focuses on the identification of sound teaching that aligns with the California Teaching Standards. Emphasis is placed on the support and development of new teachers and continuing professional growth for veteran teachers. All probationary and temporary teachers are evaluated yearly and permanent teachers every third year. Teachers set improvement goals for the year they are evaluated and professional growth goals between evaluations. Probationary teachers receive formal observations while permanent staff have a menu of evaluative experiences to choose from.

Teachers who are identified as needing improvement are placed on "Professional Improvement Status" with documentation of progress and recommendations for future status. Individuals continuing to need improvement are placed on "Intensive Assistance Status" and then "Conditional Intensive Assistance Status." The final result of unsatisfactory performance could be termination.

The results of teacher evaluation are confidential between the individual teacher and district.

Each teacher at Paradise Charter Middle School is encouraged to participate in 21 hours of staff development every year. The district provides opportunities for staff development after school and during the summer.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		n/a
Library Media Teacher (Librarian)		--
Library Media Services Staff (paraprofessional)		--
Psychologist	.3	--
Social Worker		--
Nurse	.05	--
Speech/Language/Hearing Specialist	.05	--
Resource Specialist (non-teaching)		--
Other		--

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	From State approved list	0%
Mathematics	Prentice Hall texts	0%
Science	Science Plus, Holt, Rinehart & Winston	0%
History-Social Science	Scott Foresman Addison Wesley McGraw Hill	0%
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$50,435
Percent Difference – School Site and District	---	---		
State	---	---	\$4,743	\$54,823
Percent Difference – School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,340	\$36,796
Mid-Range Teacher Salary	\$44,869	\$54,062
Highest Teacher Salary	\$68,680	\$68,679
Average Principal Salary (Elementary)	\$76,518	\$83,916
Average Principal Salary (Middle)	\$73,798	\$86,752
Average Principal Salary (High)	\$82,112	\$92,915
Superintendent Salary	\$96,217	\$121,387
Percent of Budget for Teacher Salaries	39.7	40.2
Percent of Budget for Administrative Salaries	4.6	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	68	76	78	44	46	47	36	40	42
Mathematics	51	60	62	32	37	39	34	38	40
Science			56	41	35	42	25	27	35
History-Social Science	56	56	56	34	33	33	29	32	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (not Hispanic)	80	61	57	57
Male	70	70	82	64
Female	86	55	43	52
Economically Disadvantaged	*	*	*	*
English Learners				
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	77	79	80	53	52	55	43	41	42
Mathematics	80	82	71	53	53	57	51	52	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native	*	*
Asian		
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	82	73
Male	79	74
Female	81	69
Economically Disadvantaged	*	*
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
7	54.3

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-2004	2004-2005	2005-2006
Statewide		10	10
Similar Schools		N/A	N/A

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		API Score	
	2003-04	2004-05	2005-06	2006
All Students at the School		21	13	889
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)		20	14	888
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

No schools in the district were under sanctions or in state intervention programs.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Paradise Charter Middle School teachers work together to create the best learning environment possible for students. Staff meetings emphasize creating an atmosphere where students are actively engaged in learning. Discussion focuses on teaching strategies that best serve middle school students.

The staff has also focused on creating a dynamic and caring school community where every student feels recognized and supported.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Paradise Charter Middle School staff had many opportunities for professional growth. Teachers worked collaboratively on many of our minimum day Fridays. The district also provided many staff development activities that supported our staff.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
6	56980	54,000
7	56980	54,000
8	56980	54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The Paradise Charter Middle School Board of Directors approved a total of 42 minimum days for the following purposes:

- Every Friday is a minimum day which is used to provide time for staff development and collaborative work; and
- Staff also used minimum days to plan field trips and discuss graduation.