

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

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 | | District | |
|-------------------------|--------------------------------|-----------------------|----------------------------------|
| School Name | Paradise Charter Middle School | District Name | Paradise Unified School District |
| Street | 6473 Clark Road | Phone Number | 530.872.6400 |
| City, State, Zip | Paradise, CA 95969 | Web Site | www.pusdk12.org |
| Phone Number | 530.872.7277 | Superintendent | David Tooker |
| Principal | Chris Reid | E-mail Address | cjohnson@pusdk12.org |
| E-mail Address | creid@pusdk12.org | CDS Code | 04-61531-6112999 |

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 6 | 35 |
| Grade 7 | 36 |
| Grade 8 | 29 |
| Total Enrollment | 100 |

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 % | White (not Hispanic) | 87 % |
| American Indian or Alaska Native | 1 % | Multiple or No Response | 6 % |
| Asian | 1 % | Socioeconomically Disadvantaged | 16 % |
| Filipino | 0 % | English Learners | 0 % |
| Hispanic or Latino | 5 % | Students with Disabilities | 5 % |
| Pacific Islander | 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 | 2004-05 | | | Avg. Class Size | 2005-06 | | | Avg. Class Size | 2006-07 | | | | | |
|----------------|-----------------|----------------------|-------|-----------------|-----------------|----------------------|------|-----------------|-----------------|----------------------|-----|------|-------|-----|
| | 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 | 17 | 6 | 0 | 17 | 6 | 0 | 17 | 6 | 0 | | | | | |
| Mathematics | 20.4 | 4 | 1 | 16.5 | 6 | | 17 | 6 | | | | | | |
| Science | 34 | | 3 | 34 | | 3 | 33 | | 1 | 2 | | | | |
| Social Science | 34 | | 4 | 34 | | 4 | 31 | 1 | 1 | 2 | | | | |

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.

Staff and parents supervise playgrounds during lunch and break periods. All staff is CPR/First Aid trained and current.

Regularly scheduled training and drills are included during the year including fire drills, lock down drills, earthquake drills, and rumored gun on campus drill.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| Suspensions | 0 | 2.9 | 2 | 16.6 | 15.5 | 16.5 |
| Expulsions | 0 | 0 | 0 | 1.6 | 1.1 | 1.1 |

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 | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|--|
| | Good | Fair | Poor | |
| Gas Leaks | [X] | [] | [] | |
| Mechanical Systems | [X] | [] | [] | Filters are changed regularly. Maintenance is continuous. |
| Windows/Doors/Gates (interior and exterior) | [X] | [] | [] | Minor adjustments on all hardware is ongoing by site staff. |
| Interior Surfaces (walls, floors, and ceilings) | [X] | [] | [] | Carpeting in Classroom C needs to be repaired/replaced. |
| Hazardous Materials (interior and exterior) | [X] | [] | [] | Chemical cleaners are stored out of reach of students. Material Safety Data Sheets (MSDS) are on site and updated regularly. |
| Structural Damage | [X] | [] | [] | |
| Fire Safety | [X] | [] | [] | Fire extinguishers are serviced yearly and checked monthly. |
| Electrical (interior and exterior) | [X] | [] | [] | The lighting was recently retrofitted. Exit and emergency lighting is checked regularly. The use of power taps and extension cords as a power source needs to be restricted, per California Fire Code. |
| Pest/Vermin Infestation | [X] | [] | [] | |
| Drinking Fountains (inside and outside) | [X] | [] | [] | Drinking fountains receive regular maintenance. |
| Restrooms | [X] | [] | [] | Restrooms are in good order, well stocked and clean. |
| Sewer | [X] | [] | [] | The site is on a septic system. |
| Playground/School Grounds | [X] | [] | [] | Grounds are checked and repaired on an ongoing basis by site staff. |
| Roofs | [X] | [] | [] | Ongoing maintenance and repairs are being made. |
| Overall Cleanliness | [X] | [] | [] | The site is in good order and maintained in a clean condition. |

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected | Facility Condition | | | |
|-----------------|--------------------|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Summary | [] | [X] | [] | [] |

IV. Teachers

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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.

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 |
|--|---------|---------|---------|----------|
| | 2004-05 | 2005-06 | 2006-07 | 2006-07 |
| With Full Credential | 5 | 5 | 5 | 258 |
| Without Full Credential | 0 | 0 | 0 | 3 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | N/A |

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 | 2005-06 | 2006-07 | 2007-08 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 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 | 100 % | 0 % |
| All Schools in District | 100 % | 0 % |
| High-Poverty Schools in District | 100 % | 0 % |
| Low-Poverty Schools in District | 100 % | 0 % |

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 | 0 | 0 |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (paraprofessional) | 0 | N/A |
| Psychologist | .07 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .05 | N/A |
| Speech/Language/Hearing Specialist | .10 | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | 0 | N/A |

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 | | |

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 | \$6,539 | \$1,028 | \$5,511 | \$46,337 |
| District | --- | --- | \$4,985 | \$50,219 |
| Percent Difference – School Site and District | --- | --- | 10.55% | -7.73% |
| State | --- | --- | \$4,943 | \$56,613 |
| Percent Difference – School Site and State | --- | --- | 11.49% | -18.15% |

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.

The school provides standards based curriculum to all students in all core subjects areas including Physical Education. Teachers offer after school tutorials Monday through Thursday. We also contract with Paradise Unified School District to provide special education services for our students who have qualified for support.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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/>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$34,340 | \$36,572 |
| Mid-Range Teacher Salary | \$44,869 | \$55,815 |
| Highest Teacher Salary | \$68,680 | \$70,985 |
| Average Principal Salary (Elementary) | \$75,521 | \$86,995 |
| Average Principal Salary (Middle) | \$70,412 | \$90,820 |
| Average Principal Salary (High) | \$74,476 | \$96,447 |
| Superintendent Salary | \$96,147 | \$128,495 |
| Percent of Budget for Teacher Salaries | 38.4 % | 39.3 % |
| Percent of Budget for Administrative Salaries | 4.8 % | 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, 9, 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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

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 | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 |
| English-Language Arts | 76 | 78 | 75 | 46 | 47 | 47 | 40 | 42 | 43 |
| Mathematics | 60 | 62 | 60 | 37 | 39 | 36 | 38 | 40 | 40 |
| Science | | 56 | 67 | 35 | 42 | 46 | 27 | 35 | 38 |
| History-Social Science | 56 | 56 | 71 | 33 | 33 | 34 | 32 | 33 | 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) | 74 | 59 | 69 | 70 |
| Male | 66 | 60 | 56 | 62 |
| Female | 83 | 60 | 79 | 80 |
| Economically Disadvantaged | 53 | 41 | * | * |
| 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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

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 | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 |
| Reading | 79 | 80 | 68 | 52 | 55 | 57 | 41 | 42 | 42 |
| Mathematics | 82 | 71 | 65 | 53 | 57 | 55 | 52 | 53 | 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) | 68 | 61 |
| Male | 50 | 69 |
| Female | 83 | 61 |
| 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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

| Grade Level | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 7 | 32 |

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 | 2004-05 | 2005-06 | 2006-07 |
|-----------------|---------|---------|---------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | N/A | 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 |
|----------------------------------|-------------------|---------|---------|-----------|
| | 2004-05 | 2005-06 | 2006-07 | 2007 |
| All Students at the School | 21 | 13 | -7 | 876 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Pacific Islander | | | | |
| White (not Hispanic) | 20 | 14 | -9 | 873 |
| Socioeconomically Disadvantaged | | | | |
| English Learners | N/A | | | |
| Students with Disabilities | N/A | | | |

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 | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | |