

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 on the California Department of Education (CDE) SARC Web page 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.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 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.

II. About This School

Contact Information (School Year 2010-11)

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	Roger Bylund
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 (School Year 2009-10)

This section provides information about the school, its programs and its goals.

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.

In the spring of 2010 the Paradise Unified School District Governing Board renewed the PCMS charter for another five-year cycle.

Opportunities for Parental Involvement (School Year 2009-10)

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. Four 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 (School Year 2009-10)

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

Grade Level	Number of Students
Grade 6	36
Grade 7	36
Grade 8	36
Total Enrollment	108

Student Enrollment by Group (School Year 2009-10)

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
Black or African American		White	86
American Indian or Alaska Native	1	Two or More Races	
Asian	1.85	Socioeconomically Disadvantaged	8
Filipino	1	English Learners	
Hispanic or Latino	6	Students with Disabilities	5
Native Hawaiian/Pacific Islander			

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	2007-08				2008-09				2009-10			
	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	17.3	6	0	0	17.5	6	0	0	17.5	6	0	0
Mathematics	16.8	6	0	0	17.3	6	0	0	17.3	6	0	0
Science	34.7	0	0	3	35.0	0	0	3	35.0	0	0	3
Social Science	34.8	0	0	4	35.0	0	0	4	35.0	0	0	4

III. School Climate

School Safety Plan (School Year 2009-10)

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 major part of this plan. As a school, we emphasize that all of us are responsible and accountable for our actions. A clearly defined and consistently enforced set of behavior standards is in place for our students. These standards are reviewed during our daily flag ceremony, reviewed in class and printed clearly in the student contract that is given to every student at the beginning of the year. We believe that a positive learning environment fosters positive and safe behavior.

At 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 drills.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	0.0	0.9	16.3	23.3	21.2
Expulsions	0.0	0.0	0.0	1.0	0.9	0.8

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, 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, after school team practice and drama productions.

All classrooms and office space are cleaned Monday through Thursday. A team of students with the support of a parent supervisor handles the daily cleaning duties.

The school replaced carpet in the permanent building office and classroom (room D) in summer 2009.

Motion lights were placed around campus in spring 2009. The primary purpose was to discourage vandalism during the weekends and evenings.

Parent work days are scheduled throughout the year. This allows families of PCMS to work together in the upkeep and improvement of the school grounds. Some of the tasks accomplished during work days include: pruning of trees, interior and exterior painting, thorough cleaning of classrooms, locker repair, power washing campus grounds, and needed maintenance and repair work.

School Facility Good Repair Status (School Year 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	<ul style="list-style-type: none"> No gas leaks were detected at the time of inspection. 5% of all HVAC systems are on automated controls. Filters are changed regularly and maintenance is continuous. The site has one standard septic system that is evaluated as required by the Town of Paradise.
Interior: Interior Surfaces	[]	[X]	[]	[]	<ul style="list-style-type: none"> Wall surfaces and classrooms are painted and repairs made on an on-going basis.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	<ul style="list-style-type: none"> The site is in good repair and maintained in a clean condition. No pest/vermin infestation was observed.
Electrical: Electrical	[]	[X]	[]	[]	<ul style="list-style-type: none"> Exit and emergency lighting is checked regularly and noted monthly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	<ul style="list-style-type: none"> Restrooms are in good order, well stocked and clean. Drinking fountains receive regular maintenance and daily cleaning.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	<ul style="list-style-type: none"> Fire extinguishers are serviced yearly and checked monthly. Chemical cleaners are stored out of reach of children. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	<ul style="list-style-type: none"> The facilities show no structural damage. The roofs are in good condition and maintenance is continuous.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	<ul style="list-style-type: none"> Grounds and equipment are checked and recorded monthly. Repairs are done by site staff and parent work crews. Minor adjustments on all window/door/gate/ fence hardware are being made by site staff and parent work crews.
Overall Rating	[X]	[]	[]	[]	<ul style="list-style-type: none"> Paradise Charter Middle School is in good repair. Some non-critical deficiencies are the result of minor wear and tear and are in the process of being addressed as required and as needed by the site staff and parent work crews.

V. 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	5	5	5	229
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence	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	2008-09	2009-10	2010-11
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 (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	94.8	5.2
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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		
Counselor (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		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	From State approved list	0	Yes
Mathematics	Prentice Hall texts	0	Yes
Science	Science Plus, Holt, Rinehart & Winston	0	Yes
History-Social Science	Scott Foresman Addison Wesley McGraw Hill	0	Yes
Foreign Language		n/a	Yes
Health		n/a	Yes
Visual and Performing Arts		n/a	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <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	\$7,160	\$1,711	\$5,449	\$68,293
District	---	---	\$5,071	\$57,999
Percent Difference: School Site and District	---	---	17	-16
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	20	-26

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds 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 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,340	\$38,970
Mid-Range Teacher Salary	\$50,504	\$59,776
Highest Teacher Salary	\$75,335	\$78,072
Average Principal Salary (Elementary)	\$71,356	\$94,605
Average Principal Salary (Middle)	\$76,118	\$98,480
Average Principal Salary (High)	\$78,435	\$106,266
Superintendent Salary	\$155,500	\$144,721
Percent of Budget for Teacher Salaries	37.3	38.8
Percent of Budget for Administrative Salaries	4.7	6.0

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	80	80	80	47	50	50	46	50	52
Mathematics	53	72	72	39	42	42	43	46	48
Science	65	86	86	51	53	53	46	50	54
History-Social Science	50	66	66	35	38	38	36	41	44

Standardized Testing and Reporting 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
All Students in the LEA				
All Student at the School				
Male	76	73	81	69
Female	84	72	89	63
Black or African American				
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino	*	*		
Hispanic or Latino	*	*	*	*
Native Hawaiian/Pacific Islander				
White	81	73	87	71
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	*	*		
English Learners				
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.8	20.6	64.7

X. 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 Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	10 *	9	10
Similar Schools		2	7

Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	-12	32	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-10	45	2
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	902	749	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino		737	715
Native Hawaiian/Pacific Islander			753
White	905	753	838
Two or More Races		741	808
Socioeconomically Disadvantaged		706	712
English Learners			692
Students with Disabilities		526	580

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 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2010-11)

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 (ELA 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 Adequate Yearly Progress (AYP) Web page 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	---	2
Percent of Schools Currently in Program Improvement	---	16.7

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days 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.