

Paradise Charter Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact 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@pcms.tv
Web Site	www.pcmsbulldogs.org
CDS Code	04-61531-6112999

District Contact Information	
District Name	Paradise Charter Middle School
Phone Number	530.872.7277
Superintendent	Chris Reid
E-mail Address	creid@pcms.tv
Web Site	www.pcmsbulldogs.org

School Description and Mission Statement (School Year 2017-18)

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 2015 the Paradise Unified School District Governing Board renewed the PCMS charter for another five-year cycle. You can find our entire charter on our website.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	52
Grade 7	52
Grade 8	51
Total Enrollment	155

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	0
Filipino	0.6
Hispanic or Latino	8.4
Native Hawaiian or Pacific Islander	0
White	83.9
Two or More Races	6.5
Socioeconomically Disadvantaged	31.6
English Learners	0.6
Students with Disabilities	8.4
Foster Youth	0

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	7	7	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	From State approved list	Yes	0%
Mathematics	College Preparatory Mathematics	Yes	0%
Science	Glencoe	Yes	0%
History-Social Science	Prentice Hall	Yes	0%
Foreign Language			n/a
Health			n/a
Visual and Performing Arts			n/a
Science Laboratory Equipment (grades 9-12)			n/a

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is located behind a large church from which we lease land. On this land we have three portable classrooms and three permanent buildings. Two permanent buildings contain 3 classrooms, a front office and an administrative office. The final permanent building has restrooms for students.

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, restrooms, and office spaces are cleaned Monday through Thursday. A team of students with the support of a parent supervisor handles the daily cleaning duties.

In the spring of 2011 the school began work on developing a one acre field, with permission from the church. The field was completed in the fall of 2011, creating a grass play area and track for the students to utilize for P.E. and recess.

In the summer of 2011 work was also started on building two additional classrooms and a restroom facility for our students. The building project was completed in the summer of 2012.

In the spring of 2017 we had a fire in our Administration Building. We were very fortunate not to lose anything other than the building itself. Our new Administration Building is lovely and was completed just in time for the new school year in August of 2017.

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.

Parent volunteers also do general maintenance. Skilled contractors, often parent volunteers, handle more involved projects.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Natural gas at this site-Charter school.
Interior: Interior Surfaces	X			Wall surfaces and classrooms are painted and repairs done continuously by charter school staff.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Charter school appears to be clean and pest free.
Electrical: Electrical	X			Exit and emergency lighting is checked regularly and noted monthly. All other electrical is satisfactory.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Repairs are done by charter school staff or local contractors.
Safety: Fire Safety, Hazardous Materials	X			Fire extinguishers checked (charter school)
Structural: Structural Damage, Roofs	X			Repairs done by charter school staff.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repairs done by charter school staff or volunteers. Found in good repair.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2018				
Overall Rating	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, which 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); and
- 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.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	55	62	40	41	48	48
Mathematics (grades 3-8 and 11)	54	62	26	30	36	37

Note: Percentages are not calculated 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	151	151	100	61.59
Male	62	62	100	50
Female	89	89	100	69.66
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100	46.15
White	127	127	100	63.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	48	100	62.5
English Learners	--	--	--	--
Students with Disabilities	12	12	100	41.67

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	151	151	100	61.59
Male	62	62	100	56.45
Female	89	89	100	65.17
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100	53.85
White	127	127	100	63.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	48	100	56.25
English Learners	--	--	--	--
Students with Disabilities	12	12	100	16.67

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	84	73	57	56	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18	34	30

Note: Percentages are not calculated 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 ensure parents have the opportunity to participate in Paradise Charter Middle School's environment.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	1.9	9.4	8.1	7.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.5	0.4	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 P.C.M.S., 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 full time 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. Emergency procedures with step by step directions are posted in each classroom, the office, and staff room.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	26		4		26		4		26		4	
Mathematics					27		2		26		2	
Science	26		4		26		4		26		4	
Social Science	26		6		26		6		26		4	

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,043	\$17	\$7,026	\$60,921
District	N/A	N/A	\$5,023	\$66,368
Percent Difference: School Site and District	N/A	N/A	33.2	-8.6
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	6.6	-13.4

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,000	\$44,144
Mid-Range Teacher Salary	\$56,064	\$69,119
Highest Teacher Salary	\$98,612	\$86,005
Average Principal Salary (Elementary)	\$93,996	\$106,785
Average Principal Salary (Middle)	\$96,938	\$111,569
Average Principal Salary (High)	\$100,034	\$121,395
Superintendent Salary	\$155,500	\$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Paradise Charter Middle School staff had many opportunities for professional growth. Teachers worked collaboratively on many of our minimum day Fridays. Two teachers have earned their Masters degrees in subject area of instruction. Staff recently attended a summer technology camp. Teams of staff members also attended a math conference and a state charter school conference.