Paradise Charter Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

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

2023-24 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 Palmer
Email Address	cpalmer@pcms.tv
School Website	www.pcmsbulldogs.org
County-District-School (CDS) Code	04-61531-6112999

2023-24 District Contact Information

District Name	Paradise Charter Middle School
Phone Number	(530) 872-7277
Superintendent	Chris Palmer
Email Address	cpalmer@pcms.tv
District Website	www.pcmsbulldogs.org

2023-24 School Description and Mission Statement

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

Paradise Charter Middle School strives to create an environment that allows students to pursue intellectual and social success with a rigorous course of study and extended learning, as needed, in the after-school program. We believe that an effective partnership among parents, teachers, and students - within a culture that emphasizes character development - is the best way to provide our students the opportunity to succeed and enhance the greater community.

In the spring of 2020, the Paradise Unified School District Governing Board renewed the PCMS charter for a five-year term. Additionally, pursuant to SB/AB 130 and Education Code section 47607.4, Paradise Charter Middle School's term was extended by two years to the Spring of 2027. Due to Senate Bill 114, Paradise Charter Middle School's charter will be

2023-24 School Description and Mission Statement

extended another year to June 30, 2028.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	52
Grade 7	39
Grade 8	52
Total Enrollment	143

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	52.4%
Asian	1.4%
Filipino	0.7%
Hispanic or Latino	13.3%
Two or More Races	4.9%
White	79.7%
English Learners	1.4%
Homeless	0.7%
Socioeconomically Disadvantaged	31.5%
Students with Disabilities	11.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	75.38	98.30	80.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	13.23	5.20	4.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	6.15	7.30	6.02	12115.80	4.41
Unknown	0.30	5.08	10.20	8.33	18854.30	6.86
Total Teaching Positions	6.50	100.00	122.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.60	41.94	87.30	77.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.67	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.20	51.61	6.70	6.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	6.45	7.30	6.56	11953.10	4.28
Unknown	0.00	0.00	7.80	6.94	15831.90	5.67
Total Teaching Positions	6.20	100.00	112.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	3.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	3.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.40
Total Out-of-Field Teachers	0.40	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.6	33.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th Grade Lit.Based Units: Novels: Maroo of the Winter Caves, A Single Shard, Wonder, Freak the Mighty, A Long Walk to Water		0%

	Writing Domains: vocabulary, Grammar, spelling, oral presentation, Narrative, Expository, Persuasive, Response to Literature, Summary, Comparison 7th Grade Lit. Based Units/ Novels Novels: Seedfolks, Walk Two Moons, Pay it Forward Accelerated Reading (incl. Biography) Writing Domains: Narrative, Summary, Persuasive, Response to Literature, Poetry 8th Grade Lit. Based Units Novels: The Giver, The Outsiders, Chains, House on Mango Street (excerpts) Accelerated Reading Writing Domains: Research-based (MLA format) Narrative, Summary, Response to Literature, Poetry		
Mathematics	6th Grade Amplify Desmos 6 7th Grade Amplify Desmos 7 8th Grade Amplify Desmos 8		0%
Science	6th Grade Stile - Ecosystems, Scientific Method, Energy, Shady Creek Outdoor School, Cells, Body Systems 7th Grade Stile - Scientific Method, Diversity of Life, Plant Biology, Genetics, Insects, Body System Microorganisms 8th Grade Stile - Scientific Method, Motion/Forces, Structure of Matter/Periodic Table Solar System, Chemistry of Life, Acids & Bases, Buoyancy & Density		0%
History-Social Science	6th Grade Ancient Civilizations: Beginnings of Human Kind, Ancient Middle East, Early Religions, India, China, Greece, Rome 7th Grade McGraw-Hill Impact Textbook World History, Rome, Medieval Societies, Islam, Reformation, Scientific Revolution 8th Grade U.S. History (Colonial-1914) Constitution Original Sources		0%

Foreign Language	NA		n/a
Health	Grades 6-8 Second Step (digital)		0%
Visual and Performing Arts	NA		n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

School Facility Conditions and Planned Improvements

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

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

Cleaning
8th-grade students support campus cleanliness using all-natural cleaners under strict staff supervision. This teaches students important life skills and promotes a sense of pride and responsibility for their school. PCMS encourages students to pick up trash, wipe down their tables, and vacuum their classrooms. Additionally, PCMS employs a part-time custodian for deep cleaning.

Year and month of the most recent FIT report	August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	The burned out light bulbs need to be replaced. PCMS rectified this issue immediately following the FIT inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	52	42	36	35	47	46
Mathematics (grades 3-8 and 11)	46	45	28	27	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	142	100.00	0.00	42.25
Female	67	67	100.00	0.00	56.72
Male	75	75	100.00	0.00	29.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	114	114	100.00	0.00	40.35
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

2022-23 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	142	100.00	0.00	45.07
Female	67	67	100.00	0.00	46.27
Male	75	75	100.00	0.00	44.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00	55.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	114	114	100.00	0.00	44.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	31.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	20.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.38	16.00	22.02	18.02	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	50	100.00	0.00	16.00
Female	24	24	100.00	0.00	25.00
Male	26	26	100.00	0.00	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	40	40	100.00	0.00	15.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	78%	86%	94%	86%	86%
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Paradise Charter Middle School has a governing board comprised primarily of parents. Three of the five voting board members currently have students enrolled. 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. Meetings are open to the public and are held on the fourth Tuesday monthly at 5:00 pm.

PCMS also facilitates a Parent Advisory Council (PAC). Each voting member chairs a different committee, and the committees work together to support PCMS with community-building events and raising funds for annual grade-level field trips.   Typically, the PAC meets on the first Tuesday of the month after school to accommodate parents' schedules.

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

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	149	146	31	21.2
Female	69	69	10	14.5
Male	80	77	21	27.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	20	19	7	36.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	1	14.3
White	119	117	22	18.8
English Learners	2	2	0	0.0
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	55	53	15	28.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	16	5	31.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.95	9.40	1.60	7.71	7.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.4	0
Female	7.25	0
Male	11.25	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	10	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	10.08	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.27	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.88	0

2023-24 School Safety Plan

PCMS Safety Plan
One of our most important priorities at PCMS is to ensure a safe place for students to learn. The school safety plan is reviewed, updated and approved by the board annually. A facility inspection (FIT) is conducted annually in preparation for this report. The Principal/Superintendent reviews the incident command roles and responsibilities annually and works with the town of Paradise law enforcement and fire dept to plan a city-wide evacuation procedure in the event of a natural disaster. This is a work in progress that includes all Paradise schools.

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

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

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

2023-24 School Safety Plan

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

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28		4	
Mathematics	28		4	
Science	28		4	
Social Science	28		4	

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,675	$1,045	$9,630	$77,139
District	N/A	N/A	N/A	N/A
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$88,508
Percent Difference - School Site and State	N/A	N/A	23.5	-13.7

Fiscal Year 2022-23 Types of Services Funded

In addition to the standard LCFF and Supplemental grant funding, PCMS receives an ELO-P grant to support the after-school program.   Additionally, PCMS works closely with the North Valley Community Foundation to apply for grants that support the unfunded needs of the school, including ISTE conference attendance, systems development and capacity building at the school site. Lottery funds support classroom/library books (paper, audio, kindle) purchases including state adopted curriculum and support materials for every student in every subject area. PCMS also receives funds for Arts, Music, and Instructional Discretionary Grant which provides operational supports as well as student books and reference materials including diversity book collections to reach all students and expand standard-aligned instructional materials for core content areas. The discretionary grant also offsets state-mandated increases in certificated staff benefits. PCMS also receives Learning Recovery Grant which includes after school program tutorial salaries and benefits.

PCMS does not take federal funding.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,734	$47,616
Mid-Range Teacher Salary	$72,319	$75,580
Highest Teacher Salary	$99,278	$100,485
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	$106,420	$123,622
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	$106,420	$157,977
Percent of Budget for Teacher Salaries	29.06%	27.82%
Percent of Budget for Administrative Salaries	6.68%	5.78%

Professional Development

In 2023-2024, PCMS had a staff retreat on August 8th-9th, 2023. PCMS also had one full day of professional development on August 10, 2023. PCMS will have another full professional development day on March 15, 2024. Additional staff professional development is conducted weekly (30 weeks) in two-hour increments on minimum days. During these meetings, teachers regularly look at student data from reading assessments, report cards, and state testing at weekly staff meetings to help direct instruction and decision-making. PCMS has contracted for weekly professional development to address school culture and climate needs. One staff member serves as the technology and innovation mentor and state assessment coordinator and regularly attends local/state/national workshops and conferences. She brings these experiences back to staff and provides training and implementation support.

Beyond these days, Paradise Charter Middle School staff have contracted with Butte County Office of Education to participate in an extensive four-year MTSS training. This training is self-paced and the teachers will complete it on their own time over the next four years. As funding allows, staff attends the annual ISTE conference. The Principal/Superintendent participates in local charter leader meetings where local leaders often receive professional development.

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

Subject	2021-22	2022-23	2023-24

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	2	31	34